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ABSTRACT

Montana, like other States throughout the nation, is trying to improve the quality and effectiveness of education. Currently, education in Montana is prescribed by State statutes and standards for school accreditation, which statutes and standards are also integral to school funding. The State Board, concurring with the Senate, concluded that since the statutes and accreditation standards fail to define adequately a basic quality education, "interested persons and groups" should be consulted for assistance in developing a definition and goals. The ideas generated by and from people in all of the meetings regarding a basic quality education indicate that the participants want schools to help students acquire basic skills and they also want schools to help students in their personal development. Further, they see that the two must happen together, and that the school and the community share responsibility. These ideas, combined with others derived from the educational statements, provided a basis from which a definition of a basic quality education was formulated. The goal-setting process is based on the premise that if schools can determine what students should learn and can determine how they measure that learning, then questions of accountability can be more readily answered. The goals are therefore used to formulate measurable performance objectives for students at various grade levels. A selected bibliography by publication type and a list of the relevant publications of 24 States are included. (Author/WM)

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AN INTERIM REPORT
PRESENTED TO THE LEGISLATURE
FEBRUARY, 1974

basic quality education

BOARD OF PUBLIC EDUCATION
STATE OF MONTANA

EA 005 949

STUDY STAFF

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PREFACE

As provided in Article X, Section 9 of the Constitution of Montana, the "board of public education is to exercise general supervision over the public school system. . . ." It is fitting, therefore, that the Senate of Montana selected the Board to prepare a definitive description of a basic quality education.

While concurring in the need for such a definition, the Board realized the complexity and elusiveness of the task. We were aware that the problem of trying to define a basic quality education is ages old; moreover, it seemed obvious that there is no one answer. Those who expect a simple formula will be disappointed.

We viewed our task as an opportunity, and we began an open-ended dialogue which would result in the development of an underlying philosophy for Montana schools. We listened to the views of students, educators and community members who attended a total of 31 meetings we sponsored around the state. We are eager to listen more. In addition, the ideas and work of other states engaged in similar projects were studied. Material from numerous national educational organizations was reviewed. Much of the literature on education was read and analyzed.

The definition in this interim report is being submitted to both the legislature and to the people for their consideration. For the definition to be developed further and implemented, we believe it is the responsibility of those interested in education to make their views known. That is part of the reason for issuing this report as an interim report. The dialogue must continue. It is the Board's hope that all who read this report will share with us their beliefs, attitudes and values regarding education. We borrow from the words of the Roman philosopher Seneca: *When a man does not know what harbor he is making for, no wind is the right wind.* We invite each reader of this report to assist in charting the course.

FRED MIELKE
Chairman
Board of Public Education

ACKNOWLEDGMENTS

This interim report is the result of the help and cooperation of many, many people. Special commendation is due Dr. Jeanine Gilmartin and Mary Callan, the Director and Assistant Director of the study. The Board is indebted especially to them. They had responsibility for devising the plan for the study subsequently approved by the Board and, more importantly, for carrying it out. Their talents and energies, in addition to those of Judy Clouse who served superbly as study staff secretary, were invaluable.

In addition, the Board extends thanks and appreciation to

Superintendent of Public Instruction Dolores Colburg and her staff who provided valuable information, ideas and support;

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Pat Callan, Staff Director of Montana's Commission on Post-Secondary Education, who volunteered many ideas and suggestions which helped in the organization and formulation of this interim report;

Alma Jacobs, Montana State Librarian, and her staff who provided assistance in locating research material;

the numerous representatives of state organizations, the deans of education in Montana's colleges and universities, and the participants at all of the meetings who generously shared their ideas and beliefs regarding education.

And to the school districts and communities in which the meetings were conducted—Antelope, Baker, Billings, Bozeman, Custer, Dixon, Great Falls, Highwood, Missoula, Rosebud, Wilsall and Wolf Point—the Board expresses its gratitude for their genuine participation and hospitality.

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CHAPTER I

INTRODUCTION

SENATE RESOLUTION NO. 14

Recent court decisions[1] in the United States have affirmed that the right to an education is a fundamental interest. Without an understanding of what constitutes a minimum or basic quality education, however, it becomes difficult to know just what this right entails and even more difficult to establish realistic funding goals for education.

The Senate of the State of Montana acknowledged these problems when, during the first session of the forty-third legislature, it requested the Board of Public Education to prepare a definitive description of a basic quality education.[2] In its resolution, the Senate called attention to Article X, Section 1 of the 1972 Montana Constitution.

> It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

Further, the Senate requested the Board of Public Education "to consult with all interested persons and groups in the development" of a definitive description. The Senate also wished to have the definition presented to the 1974 legislature for its use in consideration of future budgetary schedules for public education.

THE BOARD OF PUBLIC EDUCATION RESPONDS

The Board of Public Education, concurring in the need for a definition of a basic quality education, requested Superintendent of Public Instruction Dolores Colburg to

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[1] *Serrano v. Priest,* 5 Cal.3d 584, 96 Cal. Rptr. 601, 487 P.2d 1241 (1971); *Milliken v. Green,* 389 Mich.1, 203 NW2d 457 (1972); *Robinson v. Cahill,* 118 N.J. Super. 223,287 A.2d 187 (1972), modified on appeal, 62 N.J. 475, 303 A. 2d 273 (1973).

[2] See Appendix A for a copy of Senate Resolution No. 14 adopted on March 12, 1973.

initiate a study for this purpose. The Board decided to report the progress of its study in interim form, as a working draft, to be widely circulated throughout the state for the purpose of critique and discussion. In the Board's view, interested persons and groups in the state share an opportunity and a responsibility to offer comments and suggestions prior to development of a final report.

Believing that schools generally have operated as a separate society apart from the community, the Board placed emphasis in its study on learning from Montanans what they think schools should be accomplishing for students. It wanted the interim report to reflect the beliefs, attitudes and values of people. It is the Board's intention that this interim report serve as a vehicle for further involving people in the educational process.

In no way, however, has the Board suggested abdicating its responsibility. Rather, the Board believes that ideas from local communities which schools serve are both vital and significant to the Board in carrying out its statewide responsibilities. The Board bases this concept on the premise that no one person or group has all the answers.

The Board established the directions and parameters within which the basic quality education study was to be conducted. First, it called for a definition that would state the philosophy and general purposes of Montana's educational system. Second, it sought a definition that would be applicable to all Montana students from kindergarten through twelfth grade regardless of their ability or circumstance.

Further, the Board was concerned that a definition of a basic quality education be applicable to the schooling process; while recognizing that schooling is only part of a lifelong process of education, the Board realizes that the state's responsibility rests with public schools. The Board saw its responsibility as laying the foundation and establishing the guidelines for that schooling. The Board was concerned, however, that the definition not simply recommend an outline of courses. Believing that curriculum is not an end in itself but is a vehicle intended to produce certain outcomes, the Board stressed that the study was not to concentrate on curriculum. Rather, the study was to consider the more fundamental question of what schools should be accomplishing for students.

Additionally, the Board wanted a definition of a basic quality education that would be meaningful for Montana schools both now and in the future. As such, an

emerging definition would be one that provides flexibility not only at the state level but for local school districts. The Board had an attendant concern that the definition provide suggestions for implementation which could be used by local schools.

The Board also was aware that a separate educational goals study for Montana had been completed by the State Superintendent's office and that identified performance objectives presently are being developed. It was the Board's desire that the definition of a basic quality education complement those goals and objectives.

The Senate noted in its resolution that the definition would be useful to the legislature in its deliberations regarding the financing of schools. The Board believed, however, that a definition of a basic quality education needed to be developed before financial implications could be considered. The Board is mindful of the need to address finance questions as it develops a continuing study plan leading to a final report.

ORGANIZATION OF THE STUDY

Members of the study staff viewed their role as consultative, facilitative. They developed a plan for the accomplishment of the study, developed procedures to involve Montanans, analyzed and synthesized the material received, suggested additions and alternatives. The Senate, the Board and the study staff were in accord that the interim report was not to be written in isolation; rather, it was to be prepared as a result of consultation with people in Montana for whose benefit the schools exist.

The problem, therefore, was to devise a plan to accomplish this objective within narrow time constraints. The plan also needed to be developed within the parameters set down by the Board. The chart on the next page illustrates the major elements of the plan adopted by the Board to conduct the study leading to the interim report.

Pertinent Montana studies were reviewed. Meetings were conducted across the state with students, educators and community members. National educational organizations were invited to submit ideas. Each state's chief state school officer was polled inquiring as to similar undertakings in their respective states. Concepts and trends in education were researched.[3]

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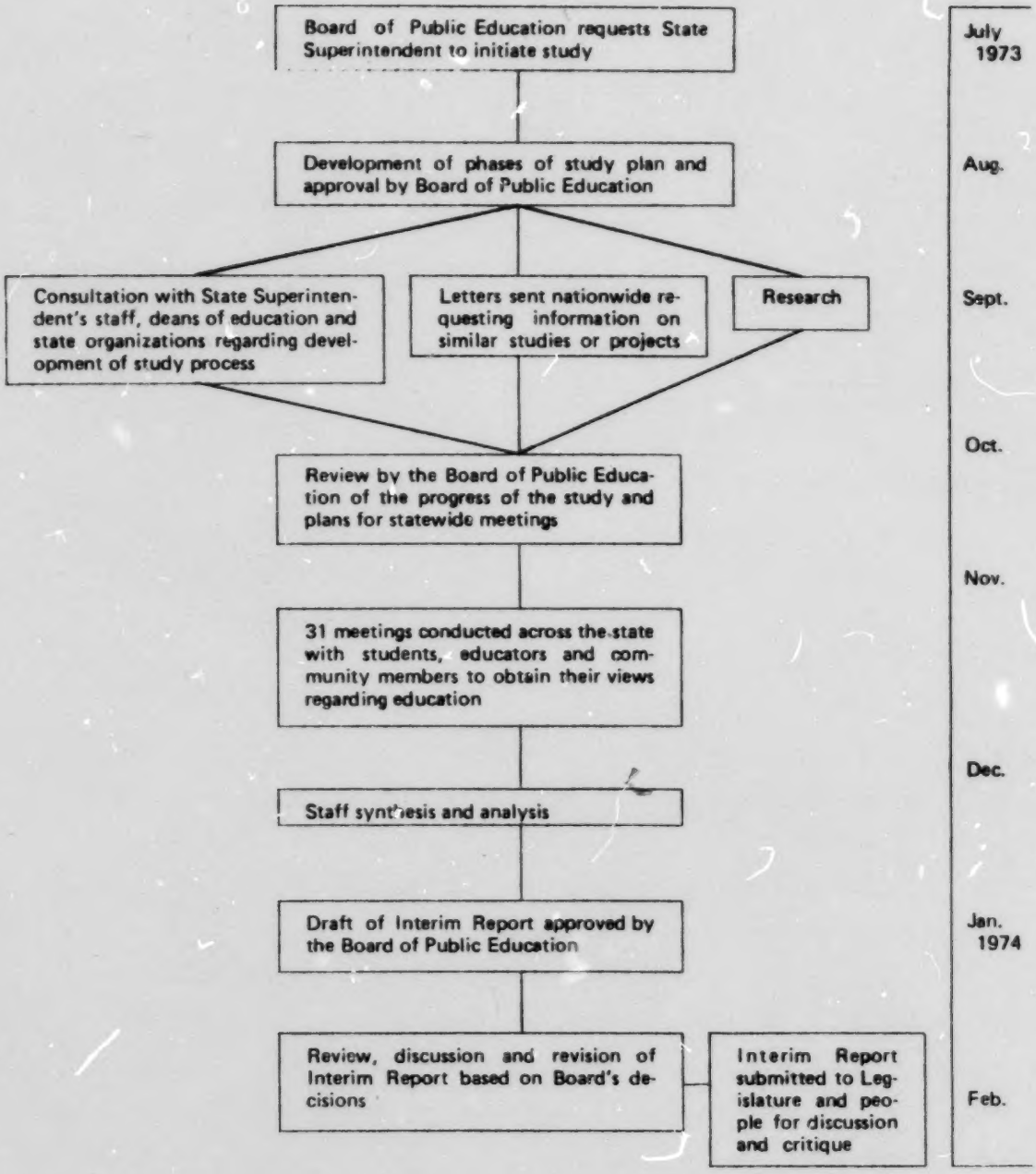
[3]A selected bibliography of the resources utilized is appended to this report.

DEVELOPMENT OF INTERIM REPORT


Board of Public Education requests State Superintendent to initiate study
July 1973
Development of phases of study plan and approval by Board of Public Education
Aug.
Consultation with State Superintendent's staff, deans of education and state organizations regarding development of study process
Letters sent nationwide requesting information on similar studies or projects
Research
Sept.
Review by the Board of Public Education of the progress of the study and plans for statewide meetings
Oct.
31 meetings conducted across the state with students, educators and community members to obtain their views regarding education
Nov.
Staff synthesis and analysis
Dec.
Draft of Interim Report approved by the Board of Public Education
Jan. 1974
Review, discussion and revision of Interim Report based on Board's decisions
Interim Report submitted to Legislature and people for discussion and critique
Feb.

This interim report, with a definition and dimensions of a basic quality education appearing in Chapter IV, is the result of the steps followed in the study plan.

Nonetheless, this interim report is only a beginning. This report intends neither to indict schools for what they have not done nor to ignore those which are excelling. Rather, this report focuses on the directions in which education should be going. The definition of a basic quality education and suggestions for implementation contained in this interim report need the continued attention of all Montanans who are concerned with education and the vitality of the state's human resources.

CHAPTER II

PRESCRIBED EDUCATION IN MONTANA

A NATIONAL PERSPECTIVE

Throughout the nation, states are trying to improve the effectiveness and quality of education. To a large extent, such attempts result from demands for accountability. The major questions being asked are these: *What is it schools* should *be doing? What* are *schools doing? How can schools meet the changes occurring in society and prepare students to meet these changes?*

To date, most states have relied on accreditation standards to set minimum conditions for education. Accreditation operates on the premise that if standards are met, quality education can take place. A few states, including Montana, have been reviewing, revising and updating their minimum standards and the process by which schools are accredited.

A current thrust among many states is the development of statewide educational goals. A number of states, including Montana, have involved their communities in establishing these goals. Some states, Montana among them, are using the goals to formulate measurable performance objectives for students at various grade levels. The goal-setting process is based on the premise that if schools can determine what students should learn and can determine how to measure that learning, then the questions of accountability can be answered more readily.

Montana, as with many other states, also is attempting to assess educational needs. In some states, the assessment is related to establishing broad, statewide goals.

Needs assessments are aimed at determining the discrepancies between "what is" and "what ought to be" in the schooling process.

Finally, a number of states are studying alternative approaches to financing schools. Constitutional and legislative measures dealing with equal access to programs and equitable distribution of funds are among recent initiatives in Montana in the area of financing.

As states seek to define more clearly their responsibilities for education, one thing seems clear: the problems that face education today are complex. All elements of society are in a period of change. The knowledge explosion and advances in technology are among the myriad causes affecting the purposes of education. As new theories and methodologies of education are advanced, it is clear that states need to have strategies for evaluating and implementing these new ideas.

Education in the United States mirrors both evolutionary and revolutionary change. As Francis Keppel noted in his preface to *The Necessary Revolution in American Education:*

> The first revolution in American education was a revolution in *quantity*. Everyone was to be provided the chance for an education of some sort. That revolution is almost won in the schools and is on its way in higher education. The second revolution is *equality* of opportunity. That revolution is underway. The next turn of the wheel must be a revolution in *quality*.

The quest for quality is not a new "turn of the wheel" in Montana. Montana has long striven to provide an educational system that would meet the needs of its students. In 1864, the first session of the territorial legislature passed an act establishing a system of free common schools. As early as 1871, statutes required courses in lithography, reading, arithmetic and geography. Since this interim report is ultimately concerned with a statewide defintion of a basic quality education, it would seem appropriate to examine briefly the current school laws of Montana (Title 75, R.C.M. 1947) and the current standards for accreditation of Montana schools. These provide the present general framework for a basic education.

LEGISLATIVELY MANDATED CURRICULUM

Early regulations and guidelines for education in Montana were statutory. Today,

statutes still outline several subjects to be taught in elementary, junior high and high schools.

Section 75-7503, R.C.M. 1947, states:

> All elementary schools shall be taught in the English language. Instruction shall be given in reading, penmanship, mathematics, language arts, social sciences, science, health, physical education, music and art. Instruction may be given in additional subjects when approved by the trustees.

Section 75-7504, R.C.M. 1947, states:

> All junior high schools and high schools shall be taught in the English language. Instruction shall be given in accordance with the requirements of the standards of accreditation adopted by the board of [public] education. Such standards shall require instruction in English, American history, American government, mathematics, science, health and physical education. Instruction may be given in additional subjects when approved by the trustees.

Other subject areas specified in the statutes relate to conservation, dating from 1887 (§ 75-7809); alcohol and drug abuse, dating from 1903 (§ 75-8901); fire prevention and safety, dating from 1911 (§ 75-8309); music, dating from 1951 (§ 75-7508); and traffic education, dating from 1965 (§ 75-7901). In some instances, specific courses are required; in other instances, the instruction may be integrated into related courses.

Since statutes do prescribe certain courses to be taught in the schools, it has been suggested that perhaps a broad framework for education in Montana can be drawn from them by inference. However, the statutes still do not answer these questions: Why *should students study these subjects?* Why *schooling?* What *is the purpose of our schools?* What *should schools be accomplishing for their students?* Hence, the Board concludes that the statutes in themselves do not define a basic quality education.

ACCREDITATION STANDARDS

The Board of Public Education and the Superintendent of Public Instruction share responsibility for setting state guidelines for public education in Montana. The standards for accreditation of Montana schools—adopted by the Board on the recommendation of the Superintendent—are the other major source of state regulations regarding schools. The standards have more flexibility than do the statutes; they can be changed more readily than can the law and are, therefore, more responsive to current schooling needs. The standards were revised for the first time in ten years in 1971, and

the Board in 1973 adopted a policy for continuing review:

> Integral to the process [of review] were three major premises: 1) that standards cannot be static if they are to reflect changing educational concepts and goals, 2) that more qualitative measures needed to be introduced and 3) that self-evaluation and long-term educational planning should be reflected. . . . Believing that periodic review of the standards is vital, the Board regularly will entertain recommendations for revision of the standards on a biennial basis each even-numbered year.[1]

The standards, in the main, relate to the administration of schools, school personnel, the school program and school facilities. Where necessary, the standards reflect statutory provisions. The standards specify, and thus answer, the minimum requirements for a host of questions including these: *At what student ratios must principals, counselors, teachers or librarians be employed? How many resources should be in a school library? Are facilities adequate, healthful and safe? What courses does a student need in order to graduate?* Generally, the standards are concerned with the organizational structure and the setting in which the learning process can take place.

A major section of the standards outlines a minimum program of instruction for schools. For example, the following citation from the standards shows the minimum program of studies for a junior high school.

> 313.2 Junior High School:
> Each junior high school must offer the course work listed below. Language arts: 3 years. Social sciences: 3 years. Mathematics: 3 years. Mathematics offerings are to include both algebra and general math in grade 9. Science: 3 years. Health and physical education: 3 years. Fine arts: music for 3 years; art for 3 years. Practical arts: 2 years. Practical arts includes home economics education and industrial arts. Drug and alcohol abuse. In grade 9, units of credit must meet high school requirements as described in Standard 312.1.

The Board recognizes that the accreditation standards do not address themselves directly to the question of student outcomes, nor do they really describe a basic quality education. Rather, the standards "establish a measure of adequacy by specifying for schools the 'minimums' upon which a quality educational program can be built."[2] Further, in addition to outlining minimum programs of studies for schools, the standards frame the organizational structure and suggest the atmosphere in which a basic quality

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[1] *Standards for Accreditation of Montana Schools*, Second Edition. Preface, 1973.

[2] *Ibid.*

education can occur. Beyond these major purposes, the standards and the accreditation process determine eligibility for state equalization aid (a non-accredited school is not eligible for such aid) and guarantee students the benefits of attendance at accredited schools.

The Board determined that a comprehensive review of particular programs developed by individual school districts was beyond the scope of the study leading to this interim report. The Board takes pride in knowing, however, that many school districts throughout the state provide education programs that exceed the minimum requirements as prescribed by the standards.

FINANCING THE SCHOOLS

While this chapter is devoted to prescribed education in Montana, it would not be complete without addressing the means by which the state's public schools presently are financed. The first major attempt by the State of Montana to equalize state aid to schools dates back to 1949 with the legislatively enacted foundation program for schools. Prior to that time, schools were financed primarily through local district taxes.

The total budgeting process is complex and would require extensive discussion; therefore, only a brief overview is presented here. At the present time, public elementary and secondary schools in Montana are supported through various revenue sources in accordance with state law. Although the total school operation is supported by revenue received in various funds, the general maintenance and operational costs of schools are supported by the general fund of a district.[3]

State statutes allow a local board of trustees to adopt a general fund budget of a certain amount without voter approval based on the ANB[4] of the previous year. This amount is defined as the maximum general fund budget without a vote. The foundation program is presently 80 percent of this maximum general fund budget and is the level to which the state guarantees support through county and state equalization funds. This

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[3]See Appendix E, Table E-1 for school district general fund budget revenue sources.

[4]ANB stands for Average Number Belonging, a statutory formula based on enrollment, attendance and absence during the school year. Tables E-2 and E-3 in Appendix E give the general fund budget per ANB for elementary and high school districts for 1973-74.

foundation program amount is the *minimum* level of expenditures which must be budgeted by a district to be eligible for state equalization funds. The difference between the foundation program level and the maximum general fund budget without a vote is called the permissive area.

In most school districts, trustees must utilize the entire permissive area of the budget to provide sufficient funds to operate their schools. State law permits an unvoted levy of 9 mills on the taxable valuation of an elementary district and an unvoted levy of 6 mills on the high school district. If these two levies do not provide the total revenue for the permissive area of the budget, the state supplies the remaining amount through a statewide permissive levy.

Whenever it is necessary to adopt a budget which exceeds the maximum general fund budget without a vote, a board of trustees must secure approval from the voters of the district to impose a district levy to raise the revenue to support that portion of the budget.

Statutory schedules, which provide the maximum general fund budget without a vote for varying sizes of elementary and high schools, have been reviewed and increased by the legislature over the intervening years since their enactment in 1949. The latest schedule revision and increase was in 1973. Even with the latest revision, however, the foundation program still does not support the kinds of educational programs that school districts throughout the state have chosen to develop for their students. A large majority of school districts use both the district and state permissive levies to reach the maximum general fund budget without a vote. Further, a majority of school districts need an additional levy voted by the district to support their total general fund budgets. In fact, a total of 62.9 percent of all elementary districts in the state had voted levies for 1973-74, while 93.9 percent of all high school districts had voted levies.[5] Obviously, school districts have chosen to offer educational programs that require greater financial support than that available through the foundation program.

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[5]Appendix E, Table E-4 illustrates the number of school districts using voted levies.

SUMMARY

States throughout the nation are trying to improve the effectiveness and quality of education. Montana is no exception. At the present time, education in Montana is prescribed by state statutes and state standards for school accreditation; the statutes and standards also are integral to school funding. The Board, concurring with the Senate, concluded that the statutes and accreditation standards do not define adequately a basic quality education and that "interested persons and groups" needed to be consulted in the development of a definition.

CHAPTER III

PEOPLE'S PERCEPTIONS

ASSUMPTIONS

From the outset, the study was based on certain assumptions regarding the approach to be used in developing a definition of a basic quality education and about the educational process itself. First, direct involvement with people throughout Montana—students, educators, parents and community members—seemed paramount if a definition was to be developed that would reflect their educational concerns, needs and values. If that involvement was to be genuine, moreover, the study had to stimulate thought and discussion. Like education itself, the study needed to be an active, not a passive, process; it needed to facilitate an exchange of beliefs, attitudes and values in conjunction with both the transmittal and development of knowledge. With these assumptions in mind, a plan was developed that would elicit from Montanans their ideas about education and, in particular, their ideas about what schools should be accomplishing for students.

PROCESS FOR INVOLVEMENT

It was determined that an initial series of seven meetings[1] would be conducted with selected groups of people including the State Superintendent's staff, the deans of education of Montana's colleges and universities and numerous representatives from state organizations interested in education.[2]

Following these seven meetings, 31 additional meetings were planned and scheduled across the state.[3] Students, educators and community members from 12

[1] See Appendix B, Table B-4 for a listing of these meetings.

[2] See Appendix D, p. 78 for a listing of the state organizations represented.

[3] See Appendix B, Table B-7 for a listing of the meeting dates and locations.

selected school districts which would comprise a cross section of the state of Montana[4] were to be involved. At most sites, separate meetings for students, educators and community members were planned. In addition, each participant was to be requested to complete a socio-economic data sheet[5] so that information as to the representativeness[6] of participants at the 31 meetings would be available.

Three objectives were designed to govern all 38 meetings: (1) to inform people as to the nature and purpose of the study; (2) to learn their views about what schools should be accomplishing for students enrolled in kindergarten through twelfth grade; and (3) to actively involve them in the study. A study process reflecting these objectives and based on three specific tasks was implemented.[7] The meetings across the state were advertised through local school districts, county superintendents, chambers of commerce, radio stations and newspapers.[8]

The first task in the study process involved the rank ordering[9] of a list of educational phrases in the order of importance to each individual participant. This activity was designed to encourage participants to think about their decisions, to identify their underlying values and attitudes, and to clarify their educational priorities.

A basic concern during the development of the process had been the formulation of a list of educational phrases to be used in this task.[10] The principal aims in constructing the list had been (1) that it contain many ideas and offer choices to a diverse number of people, (2) that it be specific with each item open to as little conflicting

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[4]See Appendix C for an explanation of site selection.

[5]See Appendix B, Table B-2 for a sample data sheet.

[6]See Appendix C for a detailed analysis of the data.

[7]See Appendix B, Table B-1 for a sample meeting agenda.

[8]See Appendix B, Table B-8 for a sample of the newspaper advertisement.

[9]Ideas for this exercise came from *Values Clarification* by Sidney Simon, Leland W. Howe and Howard Kirschenbaum, who credit Milton Rokeach as the original developer.

[10]While it would be nearly impossible to cite all of the references and resources used in developing phrases, some of the main sources were: Montanans' Goals for Education, Colorado's study on quality education, Abraham Maslow's *Goals for Humanistic Education*, Max Rafferty's *Suffer, Little Children*, the Phi Delta Kappan Goals for Education, and the Illinois publication *Action Goals for the Seventies* (see Selected Bibliography). In addition, staff from the State Superintendent's office and several people from the community provided critique and suggestions for the list. Ultimately, the study staff is responsible for the development of the list of educational phrases.

interpretation as possible and (3) that it serve as a tool for gaining an understanding of the participants' values regarding education. An original list of 19 phrases[11] and a discussion process were developed and tested at the first four meetings. As one result of these meetings, the list of educational phrases was revised somewhat. The revised list, which was used at the remaining meetings, included the 20 phrases listed below.[12]

Ability to clarify personal goals and values
Acceptance of authority
Acceptance of standards and customs of society
Accepting the consequences of your actions
Accumulation of knowledge
Acquire skills in reading, writing and arithmetic
Awareness of humanness of self and others
Awareness of standards and customs of society
Capacity to live in harmony with natural and man made environment
Capacity to make responsible judgments
Commitment to learning
Development of personal physical fitness
Development of self-esteem
Discovery of self-identity
Increase sensitivity to human needs and social problems
Knowledge and appreciation of the aesthetic
Nurturing of creative ability
Openness to and acceptance of change
Vocational awareness
Vocational preparation

Persons participating in the first task of rank ordering the phrases were instructed to place a "1" next to the phrase they felt to be the most important in terms of what schools *should be accomplishing* for students, a "2" next to the phrase which was second in importance to them and so on through the list. Participants were advised that they could add additional phrases if they wished and work them into their rank ordering.

Following the ranking of the phrases by each individual, participants were divided into groups of four to six persons each for the second task. The small groups were to reach consensus as to how the phrases should be ranked. This task was designed to require participants to share their rankings, to clarify their reasoning and to exchange their ideas and beliefs about what education should be accomplishing for students. Again, this

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[11] See Appendix B, Table B-3 for a list of these phrases.

[12] See Appendix B, Table B-5 for a copy of the worksheet used.

second task was viewed, in the main, as being a vehicle for generating ideas. In addition, the consensus ranking was considered to have greater validity than the individual rankings because of the exchange among participants in small groups leading to further clarification of individual ideas. In compiling the results of the meetings, therefore, it was decided to use the group rather than the individual rankings.

The third task was the writing of three educational statements by each small group.[13] The statements were to express the group's views of the three most important things schools should accomplish for students. The statements were to be based on discussions, ideas generated during the group consensus task and any concerns not yet expressed. This task allowed each group to formulate and verbalize their views regarding the purposes of education. Further, this task required the participants to determine whether or not, in their view, Montana schools were achieving these purposes.

Following the completion of the three tasks, a large group discussion was conducted. At that time, the small group rankings were shared. Participants were informed that their group rankings would be left with their local district superintendent. Participants said the rankings would aid further discussions and would be a good source of ideas for improving their local schools. Further, the large group discussion provided participants the opportunity to voice any additional concerns that had not already emerged.

Along with group discussion, the three tasks—ranking of educational phrases by individuals, reaching consensus in a group and writing of three educational statements by each group—comprised the process by which people were involved in the study. Approximately 1,121 people participated in the 38 meetings. Notes were taken throughout these meetings so as to better understand and record the concerns and wishes of those present.

OVERALL RESULTS

Rankings. The second task in the process resulted in small groups ranking the

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[13] See Appendix B, Table B-6 for a sample of the Educational Statements Worksheet.

educational phrases. The grand composite[14] of the combined ranking of all groups participating in the 31 meetings is given below.

1 Acquire skills in reading, writing and arithmetic
2 Capacity to make responsible judgments
3 Ability to clarify personal goals and values
4 Development of self-esteem
5 Commitment to learning
6 Awareness of humanness of self and others
7 Accepting the consequences of your actions
8 Discovery of self-identity
9 Accumulation of knowledge
10 Acceptance of authority
11 Capacity to live in harmony with natural and man made environment
12 Increase sensitivity to human needs and social problems
13 Vocational awareness
14 Nurturing of creative ability
15 Openness to and acceptance of change
16 Awareness of standards and customs of society
17 Vocational preparation
18 Development of personal physical fitness
19 Acceptance of standards and customs of society
20 Knowledge and appreciation of the aesthetic

In discussing the results of the rankings, it is important to note some of the reasons[15] why participants ranked phrases low (e.g., 15-20). First, many people felt that if the phrases they ranked higher (e.g., 1-8) could be accomplished, then those they ranked lower would occur. Second, some participants felt that, while all of the phrases were important parts of the educational process, not all were necessarily the responsibility of the school but rather of the home, church or some other institution. Finally, some items received low priority simply because they were deemed to be of little importance. Appendix D documents the ranking results from individual groups.

Some noteworthy facts emerge from a review of the grand composite. First, as may be expected, priority emphasis on basic skills exists; however, the phrases which concerned personal development also ranked high (see phrases ranked 2, 3 and 4 in the composite). In other words, it can be interpreted that people said schools must teach more than basic skills; they must teach to and for the whole person. In fact, from the

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[14] See Appendix D for an explanation of the procedure used in determining composites.

[15] These reasons were gathered from the discussions of each group during the group consensus task and from the large group discussions at the end of each meeting.

comments recorded at the meetings, it became evident that many participants—students as well as educators and community members—believed it would be impossible for children to acquire basic skills without developing a sense of themselves as persons. Stated another way, participants seemed to be saying that unless students were to develop such attributes as a sense of self-esteem, an ability to clarify goals and values, and the capacity to make responsible judgments, they would be unable to master even the basic skills.

While recognizing that the home and institutions other than schools affect and help shape the personal development of young people, one parent declared "I'm desperate enough" to have the schools share in the process of personal development. That parent was echoing something that has been alluded to in education for a long time: children, or anyone for that matter, do not learn in a vacuum. Children bring their feelings, beliefs and attitudes with them to school; and educators are forced to deal with these if they want to help a child learn.

To expand further on what participants said they wanted education to be accomplishing, it is necessary to review the educational statements that were written and discussed by the participants during the meetings.

Educational Statements. As noted earlier, the small groups formed at each meeting were asked to write three educational statements expressing what they thought schools *should be accomplishing* in Montana for students. More than 675 educational statements were collected.[16] Many expressed like concerns and needs. To give some sense of this similarity, the statements have been grouped into categories that seem to encompass the scope of the ideas expressed. Many of the statements could have been placed into more than one category; thus, the categories should not be viewed as being mutually exclusive. While duplications have been deleted and, in some instances, the exact wording has been altered, the statements appearing on the following pages are taken from those written by the participants and indicate their beliefs.

[16]A complete list, by meeting, of all educational statements is available on request.

“ON BASIC SKILLS, SOME MONTANANS SAID

The primary responsibility of schools should be to help students acquire skills in reading, writing and arithmetic

- *so that they can seek further knowledge independently.*
- *in order to function in a democratic society.*
- *as a continuing means of learning.*
- *in order to help students realize what they want from life.*
- *because they are essential in today's highly advanced society.*
- *to a degree that will allow students to successfully meet their personal needs.*

Schools should teach students how to learn.

Schools should instill a commitment in students to want to learn the basic skills.

Included within basic learning skills are such things as

- *language and communication arts.*
- *pure and applied physical sciences.*
- *social sciences (history, economics).*
- *fine arts.*
- *family life (sex education).*
- *general accumulation of knowledge.*
- *ability to reason.*
- *visual communication.*

To acquire the basic skills within their own educational potential.

To learn the basic skills necessary to

- *live a full life.*
- *be happy in adult life and one's profession.*
- *allow students to develop their full potential.*
- *enable a student to gain personal enjoyment from reading.*
- *develop an individual who is able to use these skills in the areas of communication, vocational, academic and creative endeavor.*

To be able to take the knowledge gained at school and apply it to the skills and goals of your life. ”

MONTANANS SPOKE UP ON **SOCIAL RESPONSIBILITY**

As a result of the school process, students should

- *be sensitive to the needs of society.*
- *be prepared to accept responsibility and social change.*
- *be open and willing to accept defensible change.*
- *be aware of the standards and customs of society.*
- *accept responsibility as a member of the community and of the world.*
- *have a basic understanding of constitutional government so that they can preserve the ideals of American government.*
- *have a respect for life.*
- *live in harmony with each other and their environment.*
- *have a positive attitude and respect for those in authoritative positions.*
- *understand and practice democratic processes.*
- *know their responsibility to themselves, their community and their country.*
- *be aware of today's society and the problems our nation's dealing with.*
- *be prepared to creatively meet the challenges of a changing world.*
- *accept the standards and customs of society.*
- *respect the rights and property of others.*
- *be responsible, contributing members of society.*
- *be able to handle the responsibilities of life.*
- *take pride in their school.*
- *be equipped to develop new and better goals for society.*
- *accept authority and responsibility.*
- *have an understanding of their role in and adaptation to the changing society in which they must live and function.*

Patriotism—instill love of God, flag, and country as given us in the Preamble, Constitution and Bill of Rights.

Increase sensitivity to human needs and social problems and maintain moral standards. We feel this is only taught in the smaller schools.

In view of the self-identity crisis that appears to be running rampant among our youth today, we as educators have the responsibility to teach our students their role in our society, with a view to its social problems, their personal goals, and keeping in mind their fundamental need for social acceptance.

ON CREATIVITY AND CULTURAL APPRECIATION, SOME THOUGHT

The school's first job is to pass on cultural heritage.

We feel that appreciation of culture is an important idea that school can teach and represent. Beauty of the natural things should also be brought into view.

To teach the children to accept the challenges of learning and an appreciation and understanding of our cultural and historical heritage.

The school should offer more classes that will bring out your creativeness, such as arts and crafts, Indian Studies, creative writing.

Schools should

- *provide opportunity for the evolution of creativity.*
- *encourage learning through creativity and the use of imagination.*
- *nurture the creative abilities of students.*
- *recognize and enhance the individual's creative ability.*
- *develop an awareness and sensitivity to aesthetic and cultural heritage.*
- *provide exposure to the arts.*
- *provide the student with the skills needed to appreciate beauty and the arts.*

MONTANANS VOICED OPINIONS ON HEALTH

We believe that the schools have the responsibility of providing a well-rounded physical fitness program. This should include personal health, nutrition, grooming, individual sports that can be enjoyed throughout life (not team sports receiving the main emphasis) and the negative effects of drugs.

Development of mental and physical fitness through extra curricular activities.

Understanding and appreciation of personal physical fitness and lifelong leisure.

Development of personal physical fitness.

Prepare students to use their physical and mental abilities to fullest capacity.

Contain a sports program that can teach the youth to want to succeed.

Skiing should be an accredited sport in Montana schools because it is one of our natural resources.

VIEWS ON OCCUPATIONAL ORIENTATION AND VOCATIONAL PREPARATION

The school traditionally being a scholarly institution must never lose sight of the fact that ultimately students must find a vocational experience that allows them to achieve the fundamental material wants, social acceptance and a feeling of human values.

Schools should

- *provide a broad education which exposes the student to job opportunities.*
- *assist the student in establishing creative directions and vocational goals.*
- *give the student the opportunity to acquire enough skills and tools to achieve a career objective.*
- *develop within each individual an appreciation for the world of work.*
- *help you learn what you want to do in life.*
- *provide the student with guidance and direction for a vocation.*
- *provide an exposure to career choices; the skills needed in order to get and hold a job.*
- *provide vocational awareness and preparation so that a student will be productive to society.*
- *provide information regarding scholarships available for further education.*
- *prepare a student to make a living.*
- *provide students with enough knowledge so that upon graduation they can either go out and get a good job or go to college.*

Provide a system of vocational awareness and training. Such facilities should be available to each student so they can develop at their own rate.

Specifically schools should teach

- *how to apply the basic skills to career goals.*
- *auto mechanics.*
- *wood crafting.*
- *basic business (including how to budget, complete job applications, fill out income tax forms and do bookkeeping).*
- *a vocational trade so that a student is qualified for a job upon graduation from high school.*

School should give you training for jobs in the future.

Schools should prepare us by giving us basic skills and training to fit into the changing world of work.

The students will have skills and information to allow them to continue growth and development toward vocational preparation.

SEVERAL VIEWS EMERGED ON HUMAN RELATIONS

The students should learn to get along with each other.

Learn that other people are different and your way isn't always right or wrong.

Socialize the students to be comfortable with themselves in society.

Openness to and acceptance of others—tolerance, self-esteem, sensitivity, awareness.

Appreciation for and understanding of ethnic groups within the state.

Schools should help the student

- *acquire the skills to live in harmony with self and others in the natural and man-made environment.*
- *learn respect for others.*
- *learn to cooperate and associate with other people.*
- *accept other people's ideas without changing one's basic ideas.*
- *become aware and accepting of different cultures.*
- *develop the ability and knowledge to enjoy life and other people.*
- *respect the rights of everyone to have individual goals.*
- *become aware of others' feelings and ideas.*
- *develop a sense of the esteem and worth of all individuals.*
- *develop the ability to live and work with the people around them.*
- *learn to deal with competition.*
- *develop good sportsmanship.*
- *learn to cope with society.*
- *learn to interact with society.*
- *develop a healthy respect for authority on the basis of mutual respect for one another.*

ON LIFELONG LEARNING, SOME MONTANANS BELIEVED

Schools should gear education to personal growth and lifelong learning.

Nurture an excitement about learning and knowledge.

Make children aware of the need for basic educational skills and develop a desire to continue to seek new knowledge in a changing world.

Develop well-rounded individuals who can function in society and continue with their education and/or vocation successfully.

As a result of the schooling process, students will

- *develop a love for learning.*
- *gain a thirst for knowledge.*
- *open their minds to ideas.*
- *exhibit the desire to learn and the ambition to succeed.*
- *value education (learning) as a lifelong process.*
- *be committed to learning.*
- *have the capacity for self-education.*
- *know how to continue the learning process.*
- *appreciate the value of learning.*
- *be prepared to cope with their futures.*
- *have a positive attitude toward learning.*
- *have a heightened sense of curiosity.*
- *be motivated to acquire knowledge and skills.*
- *be aware of what they need to know to live today and tomorrow in society.*

SOME MONTANANS EMPHASIZED PERSONAL RESPONSIBILITY

Schools should

- *teach a student that everyone is an individual and one does not have to conform to others' standards.*
- *help a student to develop the capacity to make responsible judgments.*
- *teach students to be responsible for their own actions and judgments.*
- *help students develop personal responsibility so that they can achieve personal freedom and be treated as adults.*
- *help students become responsible and dependable.*
- *help students develop their self-identity so that their decisions truly reflect their inner self.*

We think that capacity to make responsible judgments is important because in some homes you can't get that kind of help and when you get out in the world you'll have to make wise decisions.

A person should be prepared to make sound and valid judgments and to accept the consequences of actions which result from those judgments.

MONTANANS SPOKE UP ON CRITICAL AND CREATIVE THINKING

By the time students graduate from high school, they should have developed the ability to make intelligent and rational judgments about themselves and the world around them.

Schools should provide students with

- *the decision-making ability to live in a society.*
- *the ability to reason.*
- *a basis upon which value judgments can be made.*
- *the capacity to think critically and responsibly.*
- *the ability to make sound, creative, responsible judgments.*
- *the ability to solve crucial problems.*
- *the skills needed to cope with change.*
- *the skills and tools needed for evaluation and communication.*
- *the skills needed to critically analyze the output of today's media.*
- *problem-solving skills.*
- *necessary study habits.*
- *the skills needed to utilize resource material.*
- *the opportunity and skills needed for expressing their opinions.*

Teach subjects so you can have a broad interpretation.

Teach us to face the problems we are to face in life, not problems that have been solved; and to have discussions with full class participation about these problems. To get all students to tell their views and express their personal opinions.

ON SELF REALIZATION, SOME MONTANANS THOUGHT

Schools should help students become self-actualized by

- *developing their humanness.*
- *developing their self-awareness.*
- *developing their individuality.*
- *developing their self-esteem.*
- *developing their confidence.*
- *providing opportunities for them to develop their personal goals and values.*
- *providing them with opportunities to discover their self-identity.*
- *assisting in their discovery and acceptance of a responsible self.*
- *providing opportunity for them to discover their interests in life.*
- *aiding them in value clarification and moral reasoning.*
- *developing personalities that can acclimate to changing situations.*

Montana students should feel pride in self worth, in accomplishments and in individual aspirations.

Realization of where you are and who is above you, and a direction of where you're going.

Develop a personality with the capacity to enjoy life.

Help them to have a good feeling about themselves and others.

Prepare children to accept themselves and through that gain a concept of how they fit in with society.

People who are aware of themselves, society and others, and their goals and values, can equip themselves to live in our society.

Teach children to learn to like and accept themselves, thus being able to clarify personal goals and values in a changing world.

SOME MONTANANS FOCUSED IN ON THE SCHOOL ENVIRONMENT

Schools should not simply fill a custodial role.

Schools should be a place where

- *students can be treated like adults.*
- *students can be treated equally in all cases.*
- *students can learn to cope with change.*
- *students have the opportunity to develop their own unique potential.*
- *extra-curricular activities are offered which will encourage students to try diverse things.*
- *a wide and varied curriculum is offered with relevant classes available.*
- *guidance counseling is available at all levels.*
- *expertise in child guidance is required.*
- *discipline is administered uniformly.*
- *teachers take a personal interest in the student.*
- *both teachers and students learn together.*
- *there is a high degree of respect between teachers and students.*
- *the best qualified teachers who love children are employed.*
- *resources for learning are available.*
- *the needs of the total person are considered.*
- *the needs of all, including the handicapped, are met.*
- *a freedom of choice exists regarding classes.*
- *students are encouraged and allowed to work at their own pace.*
- *teachers and students are treated equally.*
- *discipline, respect for authority, and moral standards are taught.*
- *students must meet acceptable standards in order to pass.*
- *students are treated individually.*
- *teachers are offered opportunities for continued learning.*
- *students are given a wish to learn.*
- *students come to learn.*
- *there is a good atmosphere for learning.*
- *the academic programs are not hindered by insufficient financing.*

A school should be something worth looking forward to.

In writing their statements, the small groups also had been requested to indicate whether they thought Montana schools presently were accomplishing these ends effectively, somewhat or not at all. Since judgments were being made on each of the 675 statements, a wide variance in responses was collected. The only conclusion that can be drawn is that there is diversity of opinion regarding the present effectiveness of schooling. However, the fact that some groups indicated that schools should be accomplishing specific ends should not detract from the fact that some schools already are doing so.

It is important to note that participants were confronted with the question of financial as well as philosophical commitment. During the group discussions at the end of every one of the 31 meetings, participants were asked if they would be willing to have their tax dollars support the kind of education reflected in their educational statements. The response was affirmative.

SUMMARY

The ideas generated by and from people in all of the meetings regarding a basic quality education indicate that the participants want schools to help students acquire basic skills and they also want schools to help students in their personal development. Further, they see that the two must happen together and that the school and the community share responsibility. These ideas, combined with others derived from the educational statements, provided a basis from which a definition of a basic quality education was formulated. That definition follows in the next chapter.

CHAPTER IV

DEFINITION AND DIMENSIONS

The Board of Public Education proffers the following as a definition of a basic quality education:

> **A basic quality education is a process which can enable students to transform their potential into actuality.**

Further, the Board has identified eight dimensions inherent to the definition. Each is of equal importance; all are interrelated. To help students transform their potential into actuality, schooling should enable them

to find joy in learning
to communicate their ideas, knowledge, thoughts and feelings
to reason critically and creatively
to assume social responsibility
to further their creative ability
to affect a world in change
to develop personal responsibility
to learn who they are becoming

Descriptions of the eight dimensions, together with suggestions for implementation, are provided on the following pages. The definition and its dimensions—based in large part on the data and information presented in the previous chapter—incorporate the conclusion that schools must teach more than basic skills, that they must teach to and for the whole person. It is the Board's belief that the dimensions apply to all students—regardless of their ability or circumstances.

Suggestions for implementation are simply that—suggestions. Quite intentionally, these suggestions overlap; the same ones relate to several dimensions of the definition. Just as learning cannot be compartmentalized, the schools must insure that courses of study are integrated into a total program to serve the total child. The suggestions for implementation also are broadly stated, allowing school districts to choose or invent whatever means are necessary to meet the needs of the individual students they serve—be they gifted, handicapped, special or "average."

Additional ideas for implementation must be generated and shared. The Board is confident that, as the definition and its dimensions are implemented in classrooms throughout Montana, schooling might truly "develop the full educational potential of each person."[1]

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[1] Article X, Section 1, *Constitution of the State of Montana*, 1972.

To help students transform their potential into actuality, schooling should enable them **to find joy in learning.**

For the full educational development of an individual to take place, there must be desire or motivation to learn. As one parent put it, "Commitment to learning has to come before any education takes place." The "joy in learning" dimension recognizes that unless students have positive attitudes toward learning, they will be unable to master even basic skills. If students do find learning an invigorating, zestful process, it appears that they will be motivated to want their learning to continue—not just in the school itself, but outside of it—throughout their lives.

Suggestions for implementation include, but are not limited to:

- opportunities for students to pursue their own interests within the context of the subject matter
- greater emphasis on the development of learning skills
- consideration of non-graded classrooms
- utilization by teachers of the personal interests of students in developing courses of study
- structuring of class material and lesson plans with the whole person in mind
- reconsideration of the grading system
- involvement of students in designing courses of study for particular classes
- greater use of non-textbook material
- opportunity for educational experiences outside of the formal classroom
- greater emphasis on experimental learning so that students can experience something rather than just learn about it
- opportunity for all students to be involved in peer tutoring so they can experience the joy of helping someone else
- use of the community—both places and people—as an educational resource
- acceptance of students for what they are and where they are
- consideration of open classrooms
- establishment of a variety of alternative education programs, since that which constitutes joy and excitement is different for each individual
- providing experiences which develop a higher level of trust among students and educators

* * *

To help students transform their potential into actuality, schooling should enable them **to communicate their ideas, knowledge, thoughts and feelings.**

One of the dominant themes throughout all of the meetings was the need for schools to be teaching basic communication skills—reading, speaking, listening, writing, visual literacy—as tools needed for individuals to explore themselves and the world in which they live. Without these skills, communication of ideas, knowledge, thoughts and feelings is hampered.

Suggestions for implementation include, but are not limited to:

- use of art in various subject areas so that students may express their ideas, feelings and understandings visually
- use of literature as a means of examining and learning about values
- use of creative writing as a means of expressing one's values and beliefs
- use of drama, in a variety of classes, as a means of both expressing oneself and listening to others
- teaching of reading as a means for students to gain further knowledge and information about themselves and the world in which they live
- use of audio-visual materials for skill development in the teaching of reading, listening and speaking
- use of class discussion to develop students' ability to listen and express themselves verbally
- use of all approaches in the teaching of reading—visual, auditory and kinetic
- structuring of class materials with the whole person in mind
- encouragement of reading for pleasure and personal growth in conjunction with mastery of subject matter
- use of specific curricula designed to enhance communication skills and small group process skills
- reconsideration of the grading system in communication skill classes
- consideration of non-graded classes in the communication skills area
- integration of writing skills with other subject areas
- use of multi-media resource centers

* * *

To help students transform their potential into actuality, schooling should enable them to learn who they are becoming.

Without a sense of self-worth and self-identity, an individual has little direction in life. Although the home and other institutions share responsibility for helping a student develop self-awareness, most of the people surveyed believed that schools also must aid in this development. To help foster students' self-worth and identity, an educational system needs to aid them in becoming aware of the humanness of themselves and others along with a respect for their own dignity as human beings. As one teacher put it, "If students have self-identity and self-esteem they will be able to learn." In other words, this discovery of self is one basic foundation of learning. Students, like all individuals, need to believe in themselves.

Suggestions for implementation include, but are not limited to:

- teaching of literature in ways that can provide examples of behavior for learners to analyze, criticize and relate to their own values and beliefs
- use of art as a tool in revealing one's inner thoughts and feelings
- use of art as a means to help the student gain self-confidence through self-expression
- use of material designed to help students clarify their own goals and values
- use to moral decision-making processes throughout the curriculum to facilitate growth through the stages of moral development
- opportunity to discover career interests and aptitudes
- use of physical education as a means of learning one's physical capabilities and limitations and a redefinition of physical education to include more non-competitive activities
- fostering of a student's self-worth and dignity through emphasis on successful learning experiences in which mistakes are treated not as failures but as avenues for further growth
- use of all subject matter as a tool toward developing a student's self-identity and worth
- establishment of a school climate which reflects the belief that students are persons having dignity and deserving of respect

* * *

To help students transform their potential into actuality, schooling should enable them **to develop personal responsibility.**

An educational system needs to foster the development of persons who, in addition to being able to make responsible judgments, can accept the consequences of their actions. As one educator stated, "If students can't make a responsible judgment, they are only educated invalids." Many parents and students also voiced similar concerns. Students need to be given a chance to make decisions and, at the same time, to know they are responsible for their judgments. Students need to operate in a system that helps them to clarify their beliefs and values, that gives them opportunities to act, and that subsequently allows them to understand the resultant consequences. Fundamental to this notion is the need for students to be respected as individuals.

Suggestions for implementation include, but are not limited to:

- allowing students the opportunity to design and complete their own projects within and across subject matter areas
- allowing students to help make decisions affecting school policy and holding them accountable for such decisions
- use of health education classes to provide students with the knowledge they need in making decisions regarding drugs, alcohol, tobacco, sex and similar "high risk" behaviors
- providing exposure to many opinions so that students have options in making decisions
- use of consumer education classes to help students learn how to make wise use of the market place
- use of material throughout the curriculum designed to aid students in becoming aware of the values they hold when making decisions
- use of commercial curriculum materials designed to help students learn how to make well-considered decisions
- providing school experiences that enable students to make choices as to how to use their time and allowing the final responsibility for those choices to rest with the individuals
- helping students to become aware of the skills needed for acquiring jobs
- helping students understand the implications of career choices in relation to training and further education

- use of decision-making materials to aid the student in learning ways to choose a career
- helping students understand the importance of developing their physical fitness, within their own capabilities
- helping students to become aware of the family and its role in society today so that they can make decisions as to how they wish to function in society
- use of moral decision-making processes throughout the curriculum to make students aware of the ethical standards they hold when making judgments
- teaching safety education in ways that can help students to understand that decisions in this area also affect others

* * *

To help students transform their potential into actuality, schooling should enable them **to reason critically and creatively.**

The accumulation of facts and figures can serve little purpose if a person cannot use them. As one student said, "Accumulation of knowledge is not that important—what good are facts if you don't know how to use them?" Equipping students with the ability to solve problems, to synthesize facts, to form hypotheses and to apply ideas has always been one of the chief aims of education. The underlying implication is that students must learn how to question, must be given a chance to explore many interpretations of an issue and must be encouraged to be creative.

Suggestions for implementation include, but are not limited to:

- the use of mathematics, sciences and social sciences
  - to understand the if-then relationship
  - to understand the why as well as the how
  - to learn how to apply basic laws and principles in respective fields
  - to involve students in discovery and experimentation
  - to learn how to think creatively in order to make inferences
  - to foster excitement and enjoyment in problem solving skills
  - to utilize methods of discovery and inquiry
  - to determine appropriate means of gathering and interpreting data
  - to generate *new* knowledge (at least *new* for the student)

- use of literature as a means of exploring the problem solving techniques of others
- use of writing in order to express one's ideas and analysis
- allowing students the opportunity to critique various art forms
- allowing students the opportunity to become actively involved in solving school matters
- involving students in group creativity or shared creativity experiences

* * *

To help students transform their potential into actuality, schooling should enable them <u>to affect a world in change.</u>

Students, educators and community members expressed concern about the role of education in a world that is changing rapidly. Students need to receive help in developing their critical and creative thinking processes rather than in merely accumulating data which may soon be obsolete. They need to become aware of how change occurs and the effect change has on the individual and society. In other words, they need to be given the tools to live in a world none of us has yet experienced.

Suggestions for implementation include, but are not limited to:

- use of social science classes to help students meet the challenges of the future against an understanding of the past
- encouraging students to explore the changing world through reading and writing
- providing students with knowledge as to changes occurring in the world
- allowing students to have actual job experiences during classroom hours to learn about the jobs of today
- helping students to become aware of the changing world of work
- use of physical education classes to prepare students to pursue and participate in recreational activities as more leisure time becomes available
- helping students to become aware of their values and how to apply them as the world changes
- helping students to learn how to find information as needed
- helping students to understand the implications change has for the community and family as we know it today

- exploring the possibilities of futuristic studies
- use of science fiction literature to explore various views about the future of man
- exploring the concept and technology of organization development in the classroom to help students understand some of the processes by which change can occur in institutions
- helping students to understand the process of change as it has occurred in our society
- helping students to understand the process of change and the effect it has had on other cultures
- helping students to examine and to understand change as it has affected and is affecting their personal lives
- allowing students to contribute to change within the school and within the community

* * *

To help students transform their potantial into actuality, schooling should enable them **to assume social responsibility.**

Education should help students to become aware not only of themselves but of others. Further, the awareness must be translated into action. There is a need, too, for an educational system to provide students with an understanding of and experience in democratic processes. Such understanding and experiencing can lead to individuals who are open-minded, politically effective and concerned with justice.

Suggestions for implementation include, but are not limited to:

- use of social sciences to help students become aware of standards and customs of society
- providing students with experiences in working cooperatively with their peers
- use of literature as an avenue by which students can gain fundamental knowledge of the process of human interaction
- use of foreign language classes to learn about customs of other cultures
- use of social studies in order to understand the values basic to our democratic way of life
- use of social studies to understand the cultural patterns of other peoples and nations

- providing opportunities for students to assume leadership roles within the school
- use of social studies and sciences to help students understand the environment in which we live
- helping students to become aware of pressing social problems and how they can help in their solution
- encouragement of students to become aware of the needs of others and to take part actively in the alleviation of these needs
- providing opportunities for participation in community projects or the helping of needy community members
- allowing students to have student councils with defined responsibilities and authority
- helping students to gain a knowledge and appreciation of the cultural heritage of American Indians
- helping students to understand the principles of traffic safety and the importance of them to themselves as well as others
- providing experiences and materials which help students understand and practice tolerance

* * *

To help students transform their potential into actuality, schooling should enable them **to further their creative ability.**

Creative ability does not refer merely to aesthetic creativity. It is meant to involve an entire approach to learning. There was a feeling on the part of participants that schools have not fostered the creative abilities of students, that the schools have, in fact, stifled them. All people are creative. This creativeness needs to be nurtured within an educational system so that new approaches to learning and living can be explored.

Suggestions for implementation include, but are not limited to:

- allowing students to utilize their creative ability by involving them in the design and implementation of specific courses
- proposing problems to students in various subject areas and challenging them to identify possible solutions
- helping students to become aware of various modes of creative expression
- providing learning experiences that involve visual, tactile, auditory and kinetic approaches

- using art, music, dance, drama and other creative forms to establish a climate in which students can develop an appreciation of the creative work of others
- helping students to develop a sensitivity to the beauty of nature and culture
- encouragement of self-expression through art, music and drama in all classes
- providing experiences in group creativity and shared creativity
- encouraging students to devise new methods of meeting curriculum requirements—e.g., work experience, community involvement
- presenting a variety of activities that will expose students to many uses of leisure time
- encouraging all students to participate in classes in fine arts
- helping students to become aware of the creativity involved in all forms of work and study
- providing experiences and information that will allow students to use their leisure time creatively both now and in the future.

* * *

CHAPTER V

IN THE INTERIM

The definition and dimensions of a basic quality education set forth in this interim report represent a major effort by the Board of Public Education to give meaning to the concept that learning can be both practical and exciting. Further, the definition attempts to implement Montana's constitutional goal for "a system of education which will develop the full educational potential of each person" and which will guarantee equality of educational opportunity.[1]

The Board emphasizes again that this interim report reflects progress, not completion. Recognizing that divergency sparks creativity and commitment, the Board is submitting the interim report not only to the legislature but also to the people of Montana for critique and discussion.

While the dialogue is to continue, the Board of Public Education believes that some recommendations can be made at this time.

The Board of Public Education recommends

1. that the legislature refrain from mandating state curriculum requirements,
2. that the legislature encourage the people of Montana to review this interim report and to submit their ideas and suggestions to the Board of Public Education, and
3. that school officials assume responsibility for studying and circulating this report and for eliciting and forwarding responses from the communities which they represent.

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[1] Article X, Section 1, *Constitution of the State of Montana*, 1972.

In readying for a final report in 1975, the Board will be considering a number of areas attendant to the definition and its dimensions: school environment, pre-service and in-service training of educators, and fiscal implications.

The Board is aware that effective implementation of this or any other definition of basic quality education depends largely on the environment in which learning is to take place. A number of concerns regarding school environment emerged during the meetings conducted across the state. The Board is receptive to hearing from other persons who have additional concerns. The atmosphere or enviornment in which learning takes place is of vital importance; it cannot be neglected.

The Board intends that a final report expand on the definition and dimensions of a basic quality education and suggestions for implementation. Since ideas for implementation and application primarily serve local school districts and communities, everyone is invited to contribute by sharing their ideas with the Board.

In the interim, it is imperative that readers of this report assume responsibility for responding to its ideas and philosophical stance.

APPENDICES

APPENDIX A

SENATE RESOLUTION NO. 14

A RESOLUTION OF THE SENATE OF THE STATE OF MONTANA REQUESTING THE BOARD OF PUBLIC EDUCATION TO PREPARE A DEFINITIVE DESCRIPTION OF A BASIC EDUCATION.

WHEREAS, recent court decisions have affirmed the notion that the right to an education is a fundamental interest, and

WHEREAS, article X, section 1, of the 1972 Montana constitution states the goal of the people: "to establish a system of education which will develop the full educational potential of each person....," and

WHEREAS, section 75-6901 establishes the principal that state aid should support a "uniform system of free public schools, sufficient for the education of and open to all school age children of the state...," and

WHEREAS, there exists no comprehensive legal description or definition of what constitutes a minimum or basic quality education in Montana, and

WHEREAS, the establishment of realistic funding goals for education in the future requires a more precise delineation of those goals than is now available.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF MONTANA:

That the board of public education is requested to prepare a definitive description of a basic quality education. The board is requested to consult with all interested persons and groups in the development of this description, and

BE IT FURTHER RESOLVED, that the board of public education is requested to present the description to the 1974 session of the forty-third legislative assembly for its use in consideration of future budgetary schedules for public education, and

BE IT FURTHER RESOLVED, that the secretary of the senate send a copy of this resolution to the board of public education and to the superintendent of public instruction for the state of Montana.

I hereby certify that the within resolution originated in the Senate.

John N. Hanson
Secretary of the Senate

Bill E. Christiansen
President of the Senate

APPENDIX B

MATERIALS RELATING TO MEETINGS CONDUCTED ACROSS THE STATE

TABLE B-1

AGENDA FOR MEETINGS

I. Explanation of the purpose of the meeting and the study

II. Rating of Educational Phrases and drafting of Education Statements

A. Introduction
1. We are asking you to go through a process so that we can obtain some educational statements from you based on your knowledge and position.
2. There will be three tasks we will ask you to do. These will be followed by a discussion period. The first task you will do individually. The remaining tasks will be done in small groups.

B. First task: List of Phrases (Educational Phrases with a Data Sheet are handed out)
1. We are asking you to fill out a Data Sheet.
2. From your perspective as a student, educator or community member rank order each of the Educational Phrases in order of what you think schools should be accomplishing or be about (K-12).
3. You will have approximately 15 minutes in which to complete this task.

C. Second task: Small Groups
1. Share your ranking with others.
2. Come to consensus in small groups as to what you believe the rank order of the phrases should be.
    a. Have a recorder in each group.
    b. Follow general rules, which we have discussed, for reaching consensus.
3. Form small groups according to the letter on your packet.
    a. You will have approximately 45 minutes to complete this task.
    b. Include in your consensus ranking any additional phrases added by members of your group.

D. Third task: Educational Statements
1. Using your consensus sheet as a guide:
    a. Make three statements as a group of the most important things schools should accomplish.
    b. When you have written these three statements, indicate in front of each one how you as a group perceive Montana schools in general to be meeting these. Use the code that is on the worksheet:
        M = Effectively
        N = Somewhat
        O = Not at all
    c. You will have approximately 30 minutes in which to write and rank the statements.
2. Recorder keeps consensus worksheet and educational statements for group discussion.

III. Discussion (time: open-ended)

IV. Critique

TABLE B-2

DATA SHEET

Check one (1) in each category

1. Sex

   ___ Female ___ Male

2. Age

   ___ 0-25 ___ 41-65

   ___ 26-40 ___ 66 and over

3. Income Level

   ___ 0 to 4,999 ___ 10,000 to 14,999 ___ 20,000 to 29,999

   ___ 5,000 to 9,999 ___ 15,000 to 19,999 ___ 30,000 and over

4. Educational Level

   Indicate: 1. Highest grade level completed _____

   2. Degrees or certificates of completion _____
   (please specify)

   _____

   3. Name of last school attended _____

5. Occupation Level

   Indicate your current occupation _____

6. Number of children in public elementary school _____

7. Number of children in public high school _____

8. Number of children in non-public elementary school _____

9. Number of children in non-public high school _____

10. County of residence _____

11. Zip Code _____

TABLE B-3*

EDUCATIONAL PHRASES

A. Ability to clarify personal goals and values
B. Acceptance of authority
C. Acceptance of norms and mores of society
D. Accumulation of knowledge
E. Acquire skills in reading, writing and arithmetic
F. Awareness of norms and mores of society
G. Capacity to make responsible judgments regarding values
H. Development of self-esteem
I. Enviornmental awareness and improvement
J. Humanitarian ideals
K. Intellectual orientation (as an attitude, style, commitment to learning)
L. Knowledge and appreciation of the aesthetic
M. Nurturing of creative talent
N. Openness to and acceptance of change
O. Personal physical fitness
P. Personal responsibility (accepting the consequences of your actions)
Q. Understanding of personal needs and needs of others
R. Use of leisure time (concept of play and recreation)
S. Vocational preparation

*These 19 phrases were used in three meetings with staff members of the Office of the Superintendent of Public Instruction and in one meeting with the deans of education. As a result of these meetings, the phrases were amended for clarity and reading level prior to being used in the state organization and school district meetings.

TABLE B-4

SCHEDULE OF FIRST SEVEN MEETINGS

Staff of the State Superintendent's Office	September 20, 1973
Staff of the State Superintendent's Office	October 4, 1973
Staff of the State Superintendent's Office	October 11, 1973
Deans of Education	October 16, 1973
Representatives from State Organizations	October 24, 1973
Representatives from State Organizations	October 31, 1973
Representatives from State Organizations	November 7, 1973

TABLE B-5*

WORKSHEET
EDUCATIONAL PHRASES

	Ability to clarify personal goals and values	(A)
	Acceptance of authority	(B)
	Acceptance of standards and customs of society	(C)
	Accepting the consequences of your actions	(D)
	Accumulation of knowledge	(E)
	Acquire skills in reading, writing and arithmetic	(F)
	Awareness of humanness of self and others	(G)
	Awareness of standards and customs of society	(H)
	Capacity to live in harmony with natural and man-made environment	(I)
	Capacity to make responsible judgments	(J)
	Commitment to learning	(K)
	Development of personal physical fitness	(L)
	Development of self-esteem	(M)
	Discovery of self-identity	(N)
	Increase sensitivity to human needs and social problems	(O)
	Knowledge and appreciation of the aesthetic	(P)
	Nurturing of creative ability	(Q)
	Openness to and acceptance of change	(R)
	Vocational awareness	(S)
	Vocational preparation	(T)

*Sample worksheet used by the participants at the state organization and school district meetings to rank order the twenty educational phrases.

TABLE B-6

WORKSHEET
EDUCATIONAL STATEMENTS

THE THREE MOST IMPORTANT THINGS SCHOOLS SHOULD ACCOMPLISH:

When you have written these three statements, indicate in front of each one how you as a group perceive Montana schools to be meeting these. Use the code:

M = Effectively
N = Somewhat
O = Not at all

( ) 1.

( ) 2.

( ) 3.

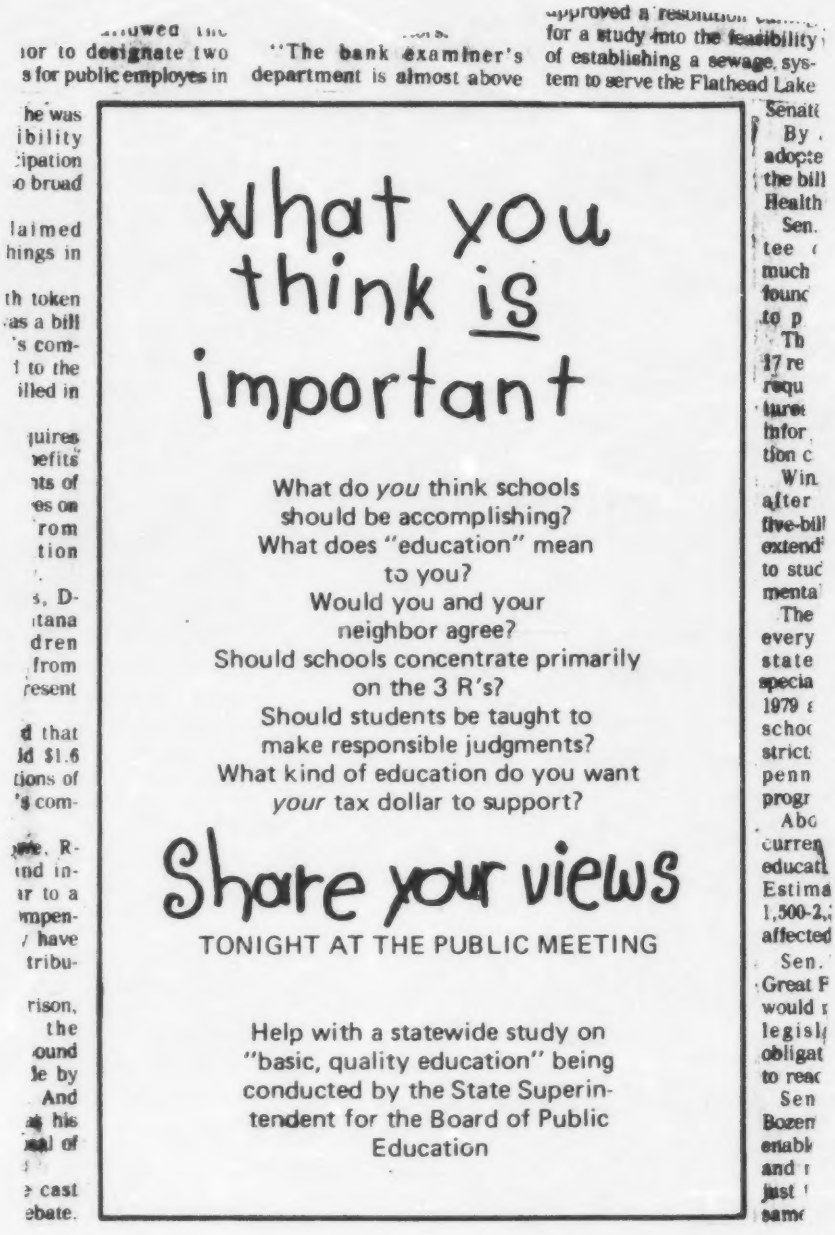
TABLE B-7

SCHEDULE OF MEETINGS ACROSS THE STATE

Location	Date	Time	
Antelope	December 12, 1973	2:00 p.m. 7:00 p.m.	Students Community and Educators
Baker	December 5, 1973	1:00 p.m. 3:30 p.m. 7:00 p.m.	Students Educators Community
Billings	December 3, 1973	10:30 a.m. 3:30 p.m. 7:00 p.m.	Students Educators Community
Bozeman	November 28, 1973	10:30 a.m. 3:30 p.m. 7:00 p.m.	Students Educators Community
Custer	December 4, 1973	1:30 p.m. 7:00 p.m.	Students Community and Educators
Dixon	November 1, 1973	1:30 p.m. 7:00 p.m.	Students Community and Educators
Great Falls	December 11, 1973	1:00 p.m. 3:30 p.m. 7:30 p.m.	Students Educators Community
Highwood	December 10, 1973 December 11, 1973	7:00 p.m. 9:00 a.m.	Community and Educators Students
Missoula	November 8, 1973	1:00 p.m. 3:30 p.m. 7:00 p.m.	Students Educators Community
Rosebud	December 6, 1973	1:30 p.m. 3:30 p.m. 7:00 p.m.	Students Educators Community
Wilsall	November 29, 1973	1:00 p.m. 7:00 p.m.	Students Community and Educators
Wolf Point	December 13, 1973	10:30 a.m. 3:30 p.m. 7:00 p.m.	Students Educators Community

TABLE B-8

NEWSPAPER ADVERTISEMENT USED TO PUBLICIZE MEETINGS



what you think is important

What do *you* think schools should be accomplishing?
What does "education" mean to you?
Would you and your neighbor agree?
Should schools concentrate primarily on the 3 R's?
Should students be taught to make responsible judgments?
What kind of education do you want *your* tax dollar to support?

Share your views

TONIGHT AT THE PUBLIC MEETING

Help with a statewide study on "basic, quality education" being conducted by the State Superintendent for the Board of Public Education

APPENDIX C

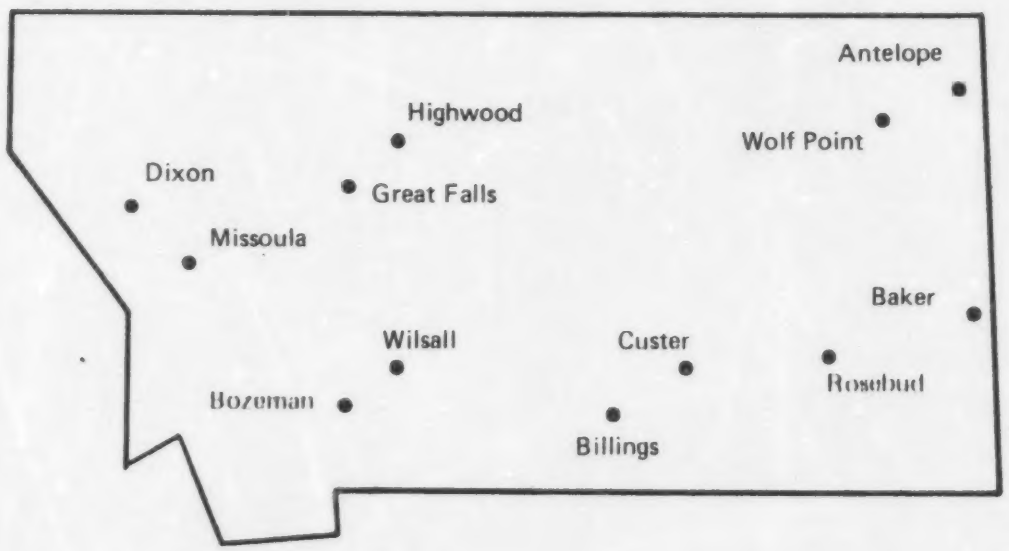
SITE SELECTION PROCEDURES
AND
POPULATION CHARACTERISTICS

APPENDIX C

SITE SELECTION PROCEDURES

One of the objectives integral to the study leading to this interim report was to obtain a composite profile of educational values and beliefs of people in Montana. To achieve this objective, a means was devised that could involve a cross section of the population so that information and data could be gathered to approximate or represent the variety of views of the general public.

For the purposes of the study, the "general public" was stratified into three subpopulations: students, educators and overall community, with responses to be obtained from each. Twelve school districts (sites illustrated on the map below) were systematically selected in which each of the three above-named subpopulations were then involved.



The following procedures were used in choosing the 12 school districts. The six odd-numbered multi-county planning districts as established in the state in 1971 were chosen for geographic distribution; thus, both urban and rural communities were included. In each of these six geographic areas, two school districts having both elementary and secondary schools were chosen. The two school districts in each of the six areas were the ones with highest and lowest total assessed real property valuation.

The "representativeness" of the people who participated in the study and who reside in the twelve school districts selected is discussed on the following pages and is reflected in the several tables provided in this appendix.

In examining how well the subpopulations in the 12 districts represent the general population of the state, a variety of demographic factors are useful references: (1) assessed valuation of real property divided by the number of persons in the county aged 5 through 19, (2) per capita income, (3) percent of families with income below 75 percent of poverty level, (4) percent of population over 25 years of age who have completed high school, and (5) percent of population that is non-white. Data from the 1970 U.S. Census for each of Montana's 56 counties provide a base for analysis of the five demographic factors listed above.

Table C-1 gives the assessed value of real property per school age person in Montana counties. Counties are listed in order from highest to lowest in such valuations. Asterisks designate those counties having one or more of the 12 school districts included in the study (11 counties are so designated in this and subsequent tables since Billings and Custer school districts are both in Yellowstone County). As the table shows, the counties selected for the study are well distributed among the ordered listing.

Table C-1 Real property assessed valuation per person 5-19 years of age by county (1970 data)

County	Valuation	County	Valuation
Powder River	$52074	Rosebud	19810 *
Golden Valley	39481	Beaverhead	18367
Wibaux	36263	Fergus	18217
Petroleum	36010	Richland	17856
Judith Basin	35436	Madison	16212
Garfield	34639	Valley	16090
Carter	34345	Park	15142 *
Choteau	33792 *	Blaine	14894
Prairie	32274	Dawson	14078
Liberty	31879	Big Horn	13973
McCone	29728	Glacier	13776
Sweet Grass	26547	Roosevelt	13622 *
Toole	26436	Powell	13365
Teton	25923	Yellowstone	13313 *
Fallon	25852 *	Lake	13143
Meagher	25541	Jefferson	13109
Treasure	25395	Silver Bow	13061
Daniels	24339	Hill	12993
Stillwater	23746	Flathead	12418
Pondera	23343	Custer	12355
Carbon	22390	Lewis & Clark	11843
Sheridan	21533 *	Deer Lodge	11567
Phillips	21253	Mineral	11493
Musselshell	21033	Cascade	10735 *
Sanders	21015 *	Missoula	10437 *
Granite	20930	Gallatin	10265 *
Wheatland	20782	Ravalli	10035
Broadwater	20483	Lincoln	9623

The locations selected for the study also are spread across the entire population when overall per capita income level is considered, again indicating statewide representation. While per capita income is not so good an indicator as assessed valuation per school age person for the purposes of the study, it is important. Counties in Table C-2 are listed in rank order from highest to lowest in per capita income with those selected for the study marked by an asterisk (*).

Table C-2 Per capita income by county (1969 data)

County	Per capita income	County	Per capita income
Lewis & Clark	$3261	Flathead	2558
Choteau	3166 *	Prairie	2556
Madison	3141	Stillwater	2539
Dawson	3077	Granite	2500
Carter	3054	Mineral	2489
Sheridan	3054 *	Valley	2487
McCone	3032	Pondera	2463
Missoula	2999 *	Garfield	2454
Golden Valley	2907	Phillips	2449
Powder River	2906	Sanders	2449 *
Lincoln	2899	Richland	2446
Cascade	2864 *	Fallon	2439 *
Yellowstone	2855 *	Wheatland	2423
Liberty	2836	Judith Basin	2362
Teton	2819	Petroleum	2347
Custer	2803	Ravalli	2314
Gallatin	2730 *	Broadwater	2295
Silver Bow	2695	Deer Lodge	2288
Hill	2688	Meagher	2285
Fergus	2672	Wibaux	2265
Treasure	2640	Roosevelt	2261 *
Powell	2636	Jefferson	2229
Beaverhead	2627	Rosebud	2202 *
Toole	2618	Musselshell	2172
Park	2615 *	Lake	2165
Sweet Grass	2609	Big Horn	2148
Carbon	2599	Glacier	2119
Daniels	2576	Blaine	2102

Table C-3 shows that the selected counties did include a cross section of the population with incomes below poverty level. This sort of information also is relevant to the validity of the sample. Counties are listed in order from highest to lowest percent of families with income below 75 percent of poverty level. The counties represented in the study are marked by an asterisk (*).

Table C-3 Percent of Families with Income Below 75 percent of Poverty Level by County (1969 data)

County	Percent	County	Percent
Broadwater	17.1	Fergus	6.5
Blaine	16.8	McCone	6.4
Glacier	15.2	Hill	6.4
Big Horn	14.7	Sanders	6.3 *
Rosebud	14.6 *	Granite	6.3
Roosevelt	12.5 *	Liberty	6.3
Petroleum	12.0	Judith Basin	6.2
Sweet Grass	11.6	Flathead	6.2
Madison	10.7	Teton	5.9
Carter	10.7	Jefferson	5.8
Pondera	10.6	Yellowstone	5.7 *
Lake	10.6	Toole	5.7
Prairie	10.5	Cascade	5.3 *
Musselshell	10.1	Missoula	5.2 *
Fallon	9.8 *	Silver Bow	5.0
Garfield	9.0	Choteau	4.5 *
Ravalli	8.9	Custer	4.4
Powder River	8.6	Gallatin	4.3 *
Meagher	8.3	Lewis & Clark	4.1
Valley	8.2	Deer Lodge	4.1
Stillwater	7.9	Treasure	4.0
Carbon	7.6	Sheridan	3.9 *
Wheatland	7.3	Powell	3.7
Beaverhead	7.2	Dawson	3.7
Phillips	7.2	Daniels	3.4
Park	6.9 *	Lincoln	3.3
Richland	6.9	Wibaux	3.0
Mineral	6.7	Golden Valley	0.0

Each of the three tables presented thus far indicate that the locations selected for the study represent a good cross section of the overall statewide population as related to an important consideration: ability to pay for quality education. Since the sites selected do include a representative cross section of the population in this regard, the findings of this study should be unbiased with regard to financial considerations.

Because the choice of the 12 school districts was originally based on highest and lowest assessed real property valuation, an important consideration in supporting quality education was addressed. That is, using the assessed valuation measure, districts with both greater and lesser ability to pay for education were included equally in each of the six geographic areas. Consequently, neither situation should have had an extraordinary influence on the results of the study.

A demographic descriptor of primary importance is the level of education of the persons in the selected counties relative to that of the population of the state. Table C-4 indicates that the selection did include a representative cross section of the counties in relation to the proportion of persons having completed high school. Counties are listed in order from largest to smallest percent of population over 25 years having completed high school. An asterisk (*) marks those counties included in the study.

Table C-4 Percent of the Population by County over 25 Years of Age Who Have Completed High School (1970 data)

County	Percent completing high school	County	Percent completing high school
Treasure	48.8	Musselshell	33.0
Granite	39.9	Silver Bow	32.8
Garfield	39.4	Liberty	32.7
Powder River	38.3	Meagher	32.6
Choteau	37.9 *	Petroleum	32.5
Cascade	37.5 *	Sweet Grass	32.4
Daniels	37.4	Sanders	32.3 *
Powell	37.3	Beaverhead	32.0
Park	37.3 *	Golden Valley	32.0
Lewis & Clark	37.2	Madison	32.0
Hill	36.1	Carbon	31.9
Toole	35.9	Custer	31.8
Pondera	35.9	Phillips	31.8
Valley	35.8	Ravalli	31.7
Broadwater	35.7	Judith Basin	31.3
Stillwater	35.7	Richland	31.2
Flathead	35.6	Gallatin	31.1 *
Lincoln	35.5	Teton	30.9
Lake	35.4	Blaine	30.7
McCone	35.1	Rosebud	30.7 *
Fergus	34.7	Glacier	30.3
Mineral	34.5	Fallon	30.3 *
Wheatland	34.3	Deer Lodge	30.3
Wibaux	34.2	Valley	30.1
Yellowstone	33.9 *	Roosevelt	29.5 *
Carter	33.8	Sheridan	28.9 *
Dawson	33.6	Jefferson	28.5
Missoula	33.3 *	Big Horn	25.3

Values and beliefs concerning education also may be dependent on racial characteristics of the respondents. Table C-5 which follows demonstrates that counties with substantial non-white populations, as well as counties with predominately whites, were included in those from which the 12 school districts were selected. Counties are arranged from largest to smallest percent of non-white populations. Those included in the study are indicated by an asterisk (*).

Table C-5 Percent of the Population by County that is Non-white (1970 data)

County	Percent non-white	County	Percent non-white
Glacier	42.8	Gallatin	0.9 *
Big Horn	40.2	Broadwater	0.9
Roosevelt	30.5 *	Wheatland	0.9
Rosebud	30.3 *	Fergus	0.9
Blaine	23.6	Sheridan	0.9 *
Lake	15.5	Carbon	0.8
Hill	10.2	Teton	0.8
Valley	8.8	Stillwater	0.8
Pondera	8.4	Granite	0.8
Sanders	5.6 *	Mineral	0.7
Phillips	5.0	Prairie	0.7
Cascade	3.7 *	Dawson	0.7
Deer Lodge	2.6	McCone	0.6
Choteau	2.6 *	Richland	0.6
Lewis & Clark	2.0	Beaverhead	0.6
Ravalli	1.9	Daniels	0.6
Madison	1.8	Park	0.5 *
Yellowstone	1.8 *	Liberty	0.5
Powell	1.8	Treasure	0.5
Jefferson	1.7	Carter	0.5
Missoula	1.6 *	Fallon	0.4 *
Lincoln	1.4	Judith Basin	0.4
Powder River	1.4	Petroleum	0.3
Silver Bow	1.2	Musselshell	0.1
Flathead	1.2	Golden Valley	0.1
Meagher	1.2	Garfield	0.1
Toole	1.2	Sweet Grass	0.1
Custer	0.9	Wibaux	0.1

It is recognized that the population of a county is not uniform in each school district as far as demographic considerations are concerned. Certainly, a given school district may differ in many respects from the overall profile of the county, just as counties exhibit differences one from another and from overall county averages or the state itself. However, the validity of the selection process has been demonstrated using county data since information of the sort presented on the preceding pages is readily available only on a county-by-county basis and not by school districts.

A larger sampling of geographic areas and populations was not feasible given the time and resource restrictions imposed on the study. Certainly, it would have been desirable to have included a greater number of school districts in the state and, in this way, to have included a more comprehensive portion of the population. If the sample size could have been enlarged, an even better cross section of the general public, as indicated by demographic characteristics, would have been included.

Again, it should be noted that the selection procedures used in the study did result in a sample of counties that constitute a good cross section of the overall statewide population. As such, the actual sample of persons participating in the study should be sufficiently diverse to allow inference to be made as to the general public's views.

The question of whether or not the participants in the study actually are similar to the statewide demographic profile is related in the following section of this appendix.

POPULATION CHARACTERISTICS

Students

In the 12 school districts included in the study, those having more than 50 students in the high school (grades 9-12) were requested to select a representative sample of 30-40 students to participate in meetings regarding basic quality education. Specifically, it was requested that the sample include students who were not doing well in school as well as those

who were. The actual selection of students was made by local school officials. In the districts with less than 50 students enrolled in high school, all students were invited to participate in the meetings.

Educators

Educators included all those working directly with students—teachers, administrators, counselors and para-professionals—from kindergarten through twelfth grade. In the small districts, all of the educators were invited to participate in the meetings. In the larger districts, it was requested that a representative sample of approximately 30-40 educators be selected. Some educators also participated in the community meetings. The county superintendent for each county where meetings were conducted was invited to participate; further, each of the 11 county superintendents was informed that educators from other districts in their county would be welcome.

Community

Efforts to sample public opinion throughout the state by conducting public meetings in the 12 selected locations resulted in a sample of 263 community members. The persons classed as community members do not include students or school employees unless such individuals attended the community meeting.

The following tables indicate how closely the sample of 263 community members actually resembles the overall State of Montana profile as given in the 1970 U.S. Census.

Table C-6 Sex Distribution

	Male	Female
State of Montana	50%	50%
Community Sample	46.4%	53.6%

Table C-7 Age Distribution

	0-25	26-40	41-65	66 & over
State of Montana	48.7%	16.7%	25.4%	9.2%
Community Sample	5%	42.4%	50.8%	1.9%

As seen in Table C-7, very little similarity is found between the age categories in the community sample and the overall state profile. This result is not surprising since it may be expected that a majority of community members responding would be of the age having children in school.[1]

In the following table, the reported income levels of the persons attending community meetings is compared to that of median family income statewide.

Table C-8 Median Family Income

	0-$4,999	$5,000-9,999	$10,000-14,999	$15,000 & over
State of Montana	38.4%	29.1%	8.5%	4.1%
Community Sample	33.9%	19.5%	22.9%	23.8%

The similarity between these two profiles is not great. Several factors may account for the difference: a natural reluctance to report accurately income levels; confusion among community participants concerning gross or net income; and discrepancies between individual income versus family income. Greater participation by persons of higher socio-economic levels occurred, even though all individuals in the selected locations had an opportunity to attend the community meetings. Even in those locations with lowest total assessed valuation, large proportions of persons reported high individual income levels. The converse also was true.

A comparison of educational levels for the community sample with the overall educational level for the state is provided in the next table.

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[1] If Table C-7 is truncated so that only persons in the two middle age groups are considered, the sample is reasonably close to the state profile. The 26-40 age group in the State of Montana then comprises 39.6 percent of the population and the community sample is 45.5 percent. The 41-65 age group in the State of Montana comprises 61.4 percent of the population on a truncated table. The community sample is 54.5 percent of this age group.

Table C-9 **Educational Level, Persons Aged 25 and over**

	Partial Grade School	Completed Grade School	Partial High School	Completed High School	Partial College	Completed College
State of Montana	8.9%	16.2%	15.7%	34.0%	14.1%	11.0%
Community Sample	0.0%	3.2%	5.2%	31.0%	22.0%	38.8%

As shown in Table C-9, people in the community who participated in the meetings tended to have a higher level of education than the statewide average. Also, it should be noted that 24 of the 263 community participants had vocational education beyond high school.

Summary. In conclusion, the 263 community members who participated in the public meetings may be considered representative of the state as far as age and sex are concerned, but they tend to have a higher socio-economic and educational level than the overall statewide population. These latter differences were not unexpected, but their occurrence is owing to chance and not design; the original selection scheme for sites of public meetings gave opportunity for involvement of persons from all levels of the statewide profile as was demonstrated in the first portion of this appendix.

APPENDIX D

COMPOSITE RANKINGS

APPENDIX D

COMPOSITE RANKINGS

This appendix contains the composite rankings of the educational phrases for each of the groups who participated in the study. Again, it must be emphasized that the major purpose of the process of rank ordering the educational phrases was to stimulate discussion among participants. The educational statements and the discussions, rather than the rankings per se, were of greatest benefit in the formulation of a definition of a basic quality education.

While the rankings are important, they must be viewed in perspective. If one looks at the numbers only, some groups might appear to hold vastly divergent views. The discussions in the small groups revealed, however, that the populations and the communities were not that far apart in their thinking. Given more time, with an attendant opportunity for further clarification of the phrases, the participants would probably show high correlation in their rankings.

At a few of the meetings (see Appendix B, Table B-7), community members and educators met at the same time. In those instances, however, the two populations met separately in small groups to rank the phrases; thus, it was possible to obtain a composite ranking for each of the populations involved.

The composite rankings are included in this report at the request of the people participating in the study. A total of 227 small groups rank ordered the phrases. A mere presentation of all of these rankings would not have been meaningful; thus, a procedure for determining composite rankings was chosen.

PROCEDURE FOR DETERMINING COMPOSITE RANKINGS

Raw data from the study consisted of 227 sets of rankings for 19 or 20 phrases

with each of these sets representing a consensus of a group of four to six participants. The procedure chosen in combining individual group rankings to provide more general or "composite" rankings was taken from Guilford, who stated:

> If one wants to know the complete composite ranking for a set of stimuli judged by a number of observers, with little question about ties, the sums of the rank values for the various stimuli would probably give the best indications.[1]

Indeed, it can be shown that this technique gives the same composite rank order as the more sophisticated techniques for making composites of ranks (such as Guilford's method of determining scale values assuming a composite standard).

A simple computer program was written which combined, by addition, the ranks for the groups; thus, a group composite of summed ranks was achieved. These sums were then divided by the number of groups involved to give a mean ranking. A standard deviation of ranks for each of the phrases also was computed. All variables were sorted in order of the obtained ranks. Two aspects should be noted about the procedures used.

1. Even though the ranks were expressed statistically as means, an interval scale was not presumed. The mean rankings were used to obtain the composite ranks.

2. The standard deviation was used only as an indicator of relative dispersion in the case of tied ranks. It was felt that when phrases were ranked the same, those on which people were in closer agreement should be ranked ahead of those eliciting less agreement.

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[1]Guilford, J. P., *Psychometric Methods* (New York: McGraw-Hill, 1954). p. 180.

EXPLANATION FOR TABLES D-1 THROUGH D-14

The composite rankings presented in Tables D-1 through D-14 were calculated from the rankings determined by each of the groups that participated in the study. Master composites were calculated for the State Superintendent's staff (OSPI) and the deans of education, for the state organizations and for each of the 12 school districts. In calculating the master composites, each of the contributing composites was given equal weight.

TABLE D-1
MASTER COMPOSITE OF RANK ORDERINGS
OSPI Staff and Deans Meetings*

EDUCATIONAL PHRASES	OSPI STAFF COMPOSITE	DEANS COMPOSITE	MASTER COMPOSITE
A. Ability to clarify personal goals and values	1	4	3
B. Acceptance of authority	19	19	19
C. Acceptance of norms and mores of society	18	16	18
D. Accumulation of knowledge	17	15	17
E. Acquire skills in reading, writing and arithmetic	5	7	6
F. Awareness of norms and mores of society	12	5	8
G. Capacity to make responsible judgments regarding values	4	6	5
H. Development of self-esteem	2	1.5	1
I. Environmental awareness and improvement	14	11	12
J. Humanitarian ideals	10	8	10
K. Intellectual orientation (as an attitude, style, commitment to learning)	7	10	7
L. Knowledge and appreciation of the aesthetic	13	17	16
M. Nurturing of creative talent	11	13.5	11
N. Openness to and acceptance of change	9	9	9
O. Personal physical fitness	15	12	14
P. Personal responsibility (accepting the consequences of your actions)	3	1.5	2
Q. Understanding of personal needs and needs of others	6	3	4
R. Use of leisure time (concept of play and recreation)	16	13.5	15
S. Vocational preparation	8	18	13

*Material Gathered September 20, 1973; October 4, 11 and 16, 1973

TABLE D-2
MASTER COMPOSITE OF RANK ORDERINGS
State Organization Meetings*

EDUCATIONAL PHRASES	Oct. 24 COMPOSITE	Oct. 31 COMPOSITE	Nov. 7 COMPOSITE	MASTER COMPOSITE
A. Ability to clarify personal goals and values	2	1	3	1
B. Acceptance of authority	20	20	19	20
C. Acceptance of standards and customs of society	19	19	20	19
D. Accepting the consequences of your actions	13	6	7	8
E. Accumulation of knowledge	17	18	9	15
F. Acquire skills in reading, writing and arithmetic	11	5	1	6
G. Awareness of humanness of self and others	1	3	8	2
H. Awareness of standards and customs of society	14	14	16	14
I. Capacity to live in harmony with natural and man-made environment	3	2	10	5
J. Capacity to make responsible judgments	7	4	4	3
K. Commitment to learning	9	13	5	10
L. Development of personal physical fitness	15	16	15	16
M. Development of self-esteem	4	8	6	7
N. Discovery of self-identity	6	7	2	4
O. Increase sensitivity to human needs and social problems	5	10	12	9
P. Knowledge and appreciation of the aesthetic	18	17	17	18
Q. Nurturing of creative ability	12	12	14	13
R. Openness to and acceptance of change	8	9	13	11
S. Vocational awareness	10	11	11	12
T. Vocational preparation	16	15	18	17

*Material gathered at three meetings. Organizations participating at each meeting are listed below.

Organizations participating at meeting conducted on October 24, 1973

American Association of University Professors
Association for Supervision and Curriculum Development
Montana Advisory Council on Children and Youth
Montana Association for Retarded Children and Adults, Inc.
Montana Association of School Administrators
Montana Council for the Social Studies
Montana Department of Classroom Teachers
Montana House of Representatives Education Committee
Rocky Boy Bilingual Education Project
YMCA—Butte and Great Falls

Organizations participating at meeting conducted on October 31, 1973

Big Sky Girl Scout Council
Cooperative Extension Service
Governor's Manpower Planning Council
Campfire Girls
Helena Vocational-Technical Center
Montana Advisory Council for Vocational Education
Montana Arts Council
Montana Association of School Administrators
Montana Congress of Parents and Teachers
Montana Council of Local Administrators of Vocational Education and Practical Arts
Montana Council for Science Education
Montana Department of Health and Enviornmental Sciences
Montana Education Association
Montana Farmers Union
Montana House of Representatives Education Committee
Montana Library Association
Montana Mental Health Association
Montana Personnel and Guidance Association
Montana Regional Services Plan for the Handicapped—Billings and Helena
Montana Student Education Association
Montana Traffic Education Association
Mountain-Plains Education and Economic Development Program, Inc.
Victor School District
Vocational Industrial Club of America

Organizations participating at meeting conducted on November 7, 1973

Lewistown School District
Montana Art Education Association
Montana Association of County Superintendents
Montana Association of Language Teachers
Montana Association of School Administrators
Montana Association of Secondary School Principals
Montana Council of Boy Scouts of America
Montana Council for the Social Studies
Montana Department of Elementary School Principals
Montana Department of Institutions
Montana Federation of Teachers
Montana Music Educators Association
Montana Nursing Association
Montana Senate Education Committee
Montana Taxpayers Association
Youth Development Bureau

TABLE D-3
MASTER COMPOSITE OF RANK ORDERINGS
ANTELOPE SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	7	4	5	4
B. Acceptance of authority	13	8	7	9
C. Acceptance of standards and customs of society	16	17	20	19
D. Accepting the consequences of your actions	10	12	3	5
E. Accumulation of knowledge	17	15	4	14
F. Acquire skills in reading, writing and arithmetic	2	1	1	1
G. Awareness of humanness of self and others	4	9	13	7
H. Awareness of standards and customs of society	8	18	19	18
I. Capacity to live in harmony with natural and man-made environment	14	10	9	11
J. Capacity to make responsible judgments	5	2	6	2
K. Commitment to learning	19	5	2	8
L. Development of personal physical fitness	12	19	14	17
M. Development of self-esteem	3	7	15	6
N. Discovery of self-identity	1	3	11	3
O. Increase sensitivity to human needs and social problems	9	11	16	13
P. Knowledge and appreciation of the aesthetic	20	20	18	20
Q. Nurturing of creative ability	18	6	8	10
R. Openness to and acceptance of change	15	16	12	16
S. Vocational awareness	11	13	10	12
T. Vocational preparation	6	14	17	15

*Material gathered December 12, 1973

TABLE D-4
MASTER COMPOSITE OF RANK ORDERINGS
BAKER SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	5	8	15	8
B. Acceptance of authority	11	12	3	7
C. Acceptance of standards and customs of society	17	14	6	14
D. Accepting the consequences of your actions	9	3	5	4
E. Accumulation of knowledge	1	20	11	11
F. Acquire skills in reading, writing and arithmetic	2	1	1	1
G. Awareness of humanness of self and others	12	4	13	10
H. Awareness of standards and customs of society	14	16	10	16
I. Capacity to live in harmony with natural and man-made environment	13	9	7	9
J. Capacity to make responsible judgments	7	2	9	5
K. Commitment to learning	4	7	2	3
L. Development of personal physical fitness	20	17	18	19
M. Development of self-esteem	3	5	4	2
N. Discovery of self-identity	6	6	8	6
O. Increase sensitivity to human needs and social problems	10	10	16	12
P. Knowledge and appreciation of the aesthetic	19	19	20	20
Q. Nurturing of creative ability	18	11	19	17
R. Openness to and acceptance of change	15	13	12	15
S. Vocational awareness	8	15	14	13
T. Vocational preparation	16	18	17	18

*Material gathered December 5, 1973

TABLE D-5
MASTER COMPOSITE OF RANK ORDERINGS
BILLINGS SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	4	9	5	4
B. Acceptance of authority	6	17	7	9
C. Acceptance of standards and customs of society	19	16	20	19
D. Accepting the consequences of your actions	8	7	6	6
E. Accumulation of knowledge	2	19	9	10
F. Acquire skills in reading, writing and arithmetic	1	1	1	1
G. Awareness of humanness of self and others	7	2	17	8
H. Awareness of standards and customs of society	10	12	16	15
I. Capacity to live in harmony with natural and man-made environment	17	8	12	13
J. Capacity to make responsible judgments	3	5	2	2
K. Commitment to learning	9	11	3	7
L. Development of personal physical fitness	18	18	11	18
M. Development of self-esteem	11	4	4	5
N. Discovery of self-identity	5	3	8	3
O. Increase sensitivity to human needs and social problems	16	6	15	14
P. Knowledge and appreciation of the aesthetic	14	15	18	17
Q. Nurturing of creative ability	12	13	10	11
R. Openness to and acceptance of change	13	10	14	12
S. Vocational awareness	15	14	13	16
T. Vocational preparation	20	20	19	20

*Material gathered December 3, 1973

TABLE D-6
MASTER COMPOSITE OF RANK ORDERINGS
BOZEMAN SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	1	8	10	5
B. Acceptance of authority	15	16	18	16
C. Acceptance of standards and customs of society	20	14	20	20
D. Accepting the consequences of your actions	5	3	4	3
E. Accumulation of knowledge	12	20	5	12
F. Acquire skills in reading, writing and arithmetic	4	2	1	1
G. Awareness of humanness of self and others	8	4	7	4
H. Awareness of standards and customs of society	14	13	19	15
I. Capacity to live in harmony with natural and man-made environment	9	10	12	11
J. Capacity to make responsible judgments	2	5	3	2
K. Commitment to learning	11	7	2	6
L. Development of personal physical fitness	19	15	15	17
M. Development of self-esteem	7	1	13	7
N. Discovery of self-identity	6	9	11	9
O. Increase sensitivity to human needs and social problems	13	6	8	10
P. Knowledge and appreciation of the aesthetic	17	17	17	18
Q. Nurturing of creative ability	3	11	9	8
R. Openness to and acceptance of change	10	12	16	13
S. Vocational awareness	16	18	6	14
T. Vocational preparation	18	19	14	19

*Material gathered November 28, 1973

TABLE D-7
MASTER COMPOSITE OF RANK ORDERINGS
CUSTER SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	9	5	12	7
B. Acceptance of authority	11	13	3	8
C. Acceptance of standards and customs of society	19	16	15	18
D. Accepting the consequences of your actions	14	14	6	13
E. Accumulation of knowledge	2	6	7	2
F. Acquire skills in reading, writing and arithmetic	1	1	1	1
G. Awareness of humanness of self and others	7	7	4	5
H. Awareness of standards and customs of society	12	8	14	12
I. Capacity to live in harmony with natural and man-made environment	15	9	13	14
J. Capacity to make responsible judgments	5	2	8	3
K. Commitment to learning	3	11	2	4
L. Development of personal physical fitness	18	15	19	19
M. Development of self-esteem	13	3	17	11
N. Discovery of self-identity	10	4	9	6
O. Increase sensitivity to human needs and social problems	17	19	10	17
P. Knowledge and appreciation of the aesthetic	20	20	20	20
Q. Nurturing of creative ability	16	17	5	15
R. Openness to and acceptance of change	8	12	11	9
S. Vocational awareness	6	10	16	10
T. Vocational preparation	4	18	18	16

*Material gathered December 4, 1973

TABLE D-8
MASTER COMPOSITE OF RANK ORDERINGS
DIXON SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	2	2	12	2
B. Acceptance of authority	20	10	2	12
C. Acceptance of standards and customs of society	19	16.5	7	18
D. Accepting the consequences of your actions	16	8	6	9
E. Accumulation of knowledge	5	18.5	10	13
F. Acquire skills in reading, writing and arithmetic	13	1	1	1
G. Awareness of humanness of self and others	11	12	3	6
H. Awareness of standards and customs of society	12	9	11	11
I. Capacity to live in harmony with natural and man-made environment	14.5	3	9	8
J. Capacity to make responsible judgments	1	11	5	3
K. Commitment to learning	8	6	4	4.5
L. Development of personal physical fitness	18	20	17	20
M. Development of self-esteem	6	4	8	4.5
N. Discovery of self-identity	9	18.5	14	17
O. Increase sensitivity to human needs and social problems	4	14	13	10
P. Knowledge and appreciation of the aesthetic	17	16.5	20	19
Q. Nurturing of creative ability	10	13	15	15
R. Openness to and acceptance of change	14.5	7	16	14
S. Vocational awareness	3	5	18	7
T. Vocational preparation	7	15	19	16

*Material gathered November 1, 1973

TABLE D-9
MASTER COMPOSITE OF RANK ORDERINGS
GREAT FALLS SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	2	9	4	5
B. Acceptance of authority	18	16	20	19
C. Acceptance of standards and customs of society	17	18	17	16
D. Accepting the consequences of your actions	14	7	10	10
E. Accumulation of knowledge	8	14	15	15
F. Acquire skills in reading, writing, and arithmatic	6	2	2	2
G. Awareness of humanness of self and others	10	3	5	7
H. Awareness of standards and customs of society	9	12	14	13
I. Capacity to live in harmony with natural and man-made environment	15	6	13	12
J. Capacity to make responsible judgments	7	1	9	6
K. Commitment to learning	12	10	8	9
L. Development of personal physical fitness	20	17	16	17
M. Development of self-esteem	3	4	1	1
N. Discovery of self-identity	1	5	6	3
O. Increase sensitivity to human needs and social problems	4	8	3	4
P. Knowledge and appreciation of the aesthetic	16	19	19	18
Q. Nurturing of creative ability	11	15	7	11
R. Openness to and acceptance of change	5	11	12	8
S. Vocational awareness	13	13	11	14
T. Vocational preparation	19	20	18	20

*Material gathered December 11, 1973

TABLE D-10
MASTER COMPOSITE OF RANK ORDERINGS
[illegible]GHWOOD SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	13	6	10	8
B. Acceptance of authority	6	15	4	6
C. Acceptance of standards and customs of society	17	19	20	20
D. Accepting the consequances of your actions	7	5	6	4
E. Accumulation of knowledge	2	18	5	7
F. Acquire skills in reading, writing and arithmetic	1	1	1	1
G. Awareness of humanness of self and others	8	10	17	10
H. Awareness of standards and customs of society	11	3	15	9
I. Capacity to live in harmony with natural and man-made environment	16	11.5	16	17
J. Capacity to make responsible judgments	4	2	7	3
K. Commitment to learning	3	4	2	2
L. Development of personal physical fitness	19	7	11	13
M. Development of self-esteem	5	8	9	5
N. Discovery of self-identity	9	17	14	15
O. Increase sensitivity to human needs and social problems	10	14	13	12
P. Knowledge and appreciation of the aesthetic	20	9	18	19
Q. Nurturing of creative ability	15	11.5	12	14
R. Openness to and acceptance of change	14	13	19	18
S. Vocational awareness	12	16	8	11
T. Vocational preparation	18	20	3	16

*Material gathered December 10 and 11, 1973

TABLE D-11
MASTER COMPOSITE OF RANK ORDERINGS
MISSOULA COUNTY HIGH SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY**	MASTER COMPOSITE
A. Ability to clarify personal goals and values	3	5		3
B. Acceptance of authority	13	19		17
C. Acceptance of standards and customs of society	20	20		20
D. Accepting the consequences of your actions	14	8		12
E. Accumulation of knowledge	12	18		15
F. Acquire skills in reading, writing and arithmetic	9	2		5
G. Awareness of humanness of self and others	2	3		1
H. Awareness of standards and customs of society	17	15		16
I. Capacity to live in harmony with natural and man-made environment	11	4		6.5
J. Capacity to make responsible judgments	5	1		2
K. Commitment to learning	8	10		10
L. Development of personal physical fitness	19	16		19
M. Development of self-esteem	10	6		9
N. Discovery of self-identity	1	7		4
O. Increase sensitivity to human needs and social problems	7	9		8
P. Knowledge and appreciation of the aesthetic	15	14		13
Q. Nurturing of creative ability	4	11		6.5
R. Openness to and acceptance of change	6	12		11
S. Vocational awareness	16	13		14
T. Vocational preparation	18	17		18

*Material gathered November 8, 1973
**Although an evening meeting was held, no community members were in attendance.

TABLE D-12
MASTER COMPOSITE OF RANK ORDERINGS
ROSEBUD SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	4	9	5	5
B. Acceptance of authority	5	14	9	11
C. Acceptance of standards and customs of society	16	19	13	17
D. Accepting the consequences of your actions	6	2.5	6	3
E. Accumulation of knowledge	7	16	2	8
F. Acquire skills in reading, writing and arithmetic	1	1	1	1
G. Awareness of humanness of self and others	11	4	12	10
H. Awareness of standards and customs of society	14	15	15	15
I. Capacity to live in harmony with natural and man-made environment	12	8	7	9
J. Capacity to make responsible judgments	3	2.5	4	2
K. Commitment to learning	2	11	3	4
L. Development of personal physical fitness	19	18	19	19
M. Development of self-esteem	8	6	8	6
N. Discovery of self-identity	9	5	11	7
O. Increase sensitivity to human needs and social problems	17	7	10	12
P. Knowledge and appreciation of the aesthetic	20	20	20	20
Q. Nurturing of creative ability	18	12	17	16
R. Openness to and acceptance of change	10	13	16	14
S. Vocational awareness	13	10	14	13
T. Vocational preparation	15	17	18	18

*Material gathered December 6, 1973

TABLE D-13
MASTER COMPOSITE OF RANK ORDERINGS
WILSALL SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	7	5	4	3
B. Acceptance of authority	8	14	2	6
C. Acceptance of standards and customs of society	18	20	19	19
D. Accepting the consequences of your actions	10	7	7	5
E. Accumulation of knowledge	3	19	6	9
F. Acquire skills in reading, writing and arithmetic	1	2	1	1
G. Awareness of humanness of self and others	6	4	15	7
H. Awareness of standards and customs of society	17	15	17	17
I. Capacity to live in harmony with natural and man-made environment	13	6	12	12
J. Capacity to make responsible judgments	4	1	3	2
K. Commitment to learning	2	9	5	4
L. Development of personal physical fitness	12	17	16	16
M. Development of self-esteem	14	3	9	8
N. Discovery of self-identity	11	11	8	11
O. Increase sensitivity to human needs and social problems	19	12	18	18
P. Knowledge and appreciation of the aesthetic	20	18	20	20
Q. Nurturing of creative ability	16	13	13	15
R. Openness to and acceptance of change	15	8	14	14
S. Vocational awareness	9	10	11	10
T. Vocational preparation	5	16	10	13

*Material gathered November 29, 1973

TABLE D-14
MASTER COMPOSITE OF RANK ORDERINGS
WOLF POINT SCHOOL DISTRICT*

EDUCATIONAL PHRASES	STUDENTS	EDUCATORS	COMMUNITY	MASTER COMPOSITE
A. Ability to clarify personal goals and values	3	4	3	3
B. Acceptance of authority	11	9	17	14
C. Acceptance of standards and customs of society	17	19	18	19
D. Accepting the consequences of your actions	12	6	10	7
E. Accumulation of knowledge	2	10	16	8
F. Acquire skills in reading, writing and arithmetic	1	1	5	1
G. Awareness of humanness of self and others	14	3	2	5
H. Awareness of standards and customs of society	15	14	14	16
I. Capacity to live in harmony with natural and man-made environment	18	7	9	12
J. Capacity to make responsible judgments	5	2	1	2
K. Commitment to learning	4	13	12	9
L. Development of personal physical fitness	20	18	19	20
M. Development of self-esteem	6	8	4	4
N. Discovery of self-identity	8	5	7	6
O. Increase sensitivity to human needs and social problems	16	12	11	15
P. Knowledge and appreciation of the aesthetic	19	17	15	18
Q. Nurturing of creative ability	10	15	8	11
R. Openness to and acceptance of change	13	11	6	10
S. Vocational awareness	7	16	13	13
T. Vocational preparation	9	20	20	17

*Material gathered December 13, 1973

EXPLANATION FOR TABLES D-15 THROUGH D-17

Master composites for each of the subpopulations—student, educator and community—were determined by combining the respective composite rankings from each of the 12 school districts (Tables D-3 through D-14). Each contributing composite was given equal weight in producing a master composite.

TABLE D-15
MASTER STUDENT COMPOSITE OF RANK ORDERINGS

EDUCATIONAL PHRASES	MASTER STUDENT COMPOSITE
A. Ability to clarify personal goals and values	3
B. Acceptance of authority	11
C. Acceptance of standards and customs of society	19
D. Accepting the consequences of your actions	9
E. Accumulation of knowledge	4
F. Acquire skills in reading, writing and arithmetic	1
G. Awareness of humanness of self and others	8
H. Awareness of standards and customs of society	15
I. Capacity to live in harmony with natural and man-made environment	17
J. Capacity to make responsible judgments	2
K. Commitment to learning	6
L. Development of personal physical fitness	18
M. Development of self-esteem	7
N. Discovery of self-identity	5
O. Increase sensitivity to human needs and social problems	13
P. Knowledge and appreciation of the aesthetic	20
Q. Nurturing of creative ability	14
R. Openness to and acceptance of change	12
S. Vocational awareness	10
T. Vocational preparation	16

TABLE D-16
MASTER EDUCATOR COMPOSITE OF RANK ORDERINGS

EDUCATIONAL PHRASES	MASTER EDUCATOR COMPOSITE
A. Ability to clarify personal goals and values	5
B. Acceptance of authority	15
C. Acceptance of standards and customs of society	19
D. Accepting the consequences of your actions	6
E. Accumulation of knowledge	16
F. Acquire skills in reading, writing and arithmetic	1
G. Awareness of humanness of self and others	4
H. Awareness of standards and customs of society	13
I. Capacity to live in harmony with natural and man-made environment	7
J. Capacity to make responsible judgments	2
K. Commitment to learning	9
L. Development of personal physical fitness	17
M. Development of self-esteem	3
N. Discovery of self-identity	8
O. Increase sensitivity to human needs and social problems	10
P. Knowledge and appreciation of the aesthetic	18
Q. Nurturing of creative ability	12
R. Openness to and acceptance of change	11
S. Vocational awareness	14
T. Vocational preparation	20

TABLE D-17
MASTER COMMUNITY COMPOSITE OF RANK ORDERINGS

EDUCATIONAL PHRASES	MASTER COMMUNITY COMPOSITE
A. Ability to clarify personal goals and values	5
B. Acceptance of authority	8
C. Acceptance of standards and customs of society	19
D. Accepting the consequences of your actions	4
E. Accumulation of knowledge	6
F. Acquire skills in reading, writing and arithmetic	1
G. Awareness of humanness of self and others	10
H. Awareness of standards and customs of society	16
I. Capacity to live in harmony with natural and man-made environment	11
J. Capacity to make responsible judgments	3
K. Commitment to learning	2
L. Development of personal physical fitness	18
M. Development of self-esteem	7
N. Discovery of self-identity	9
O. Increase sensitivity to human needs and social problems	13
P. Knowledge and appreciation of the aesthetic	20
Q. Nurturing of creative ability	12
R. Openness to and acceptance of change	15
S. Vocational awareness	14
T. Vocational preparation	17

EXPLANATION FOR TABLE D-18

The grand composite was determined by combining the master composite rankings from each of the 12 school districts. As with all the composite rankings produced in this study, each contributing composite was given equal weight in producing the grand composite.

TABLE D-18
GRAND COMPOSITE OF RANK ORDERINGS
TWELVE SCHOOL DISTRICTS

EDUCATIONAL PHRASES	GRAND COMPOSITE
A. Ability to clarify personal goals and values	3
B. Acceptance of authority	10
C. Acceptance of standards and customs of society	19
D. Accepting the consequences of your actions	7
E. Accumulation of knowledge	9
F. Acquire skills in reading, writing and arithmetic	1
G. Awareness of humanness of self and others	6
H. Awareness of standards and customs of society	18
I. Capacity to live in harmony with natural and man-made environment	11
J. Capacity to make responsible judgments	2
K. Commitment to learning	5
L. Development of personal physical fitness	18
M. Development of self esteem	4
N. Discovery of self-identity	8
O Increase sensitivity to human needs and social problems	12
P. Knowledge and appreciation of the aesthetic	20
Q. Nurturing of creative ability	14
R. Openness to and acceptance of change	15
S. Vocational awareness	13
T. Vocational preparation	17

APPENDIX E

FISCAL DATA

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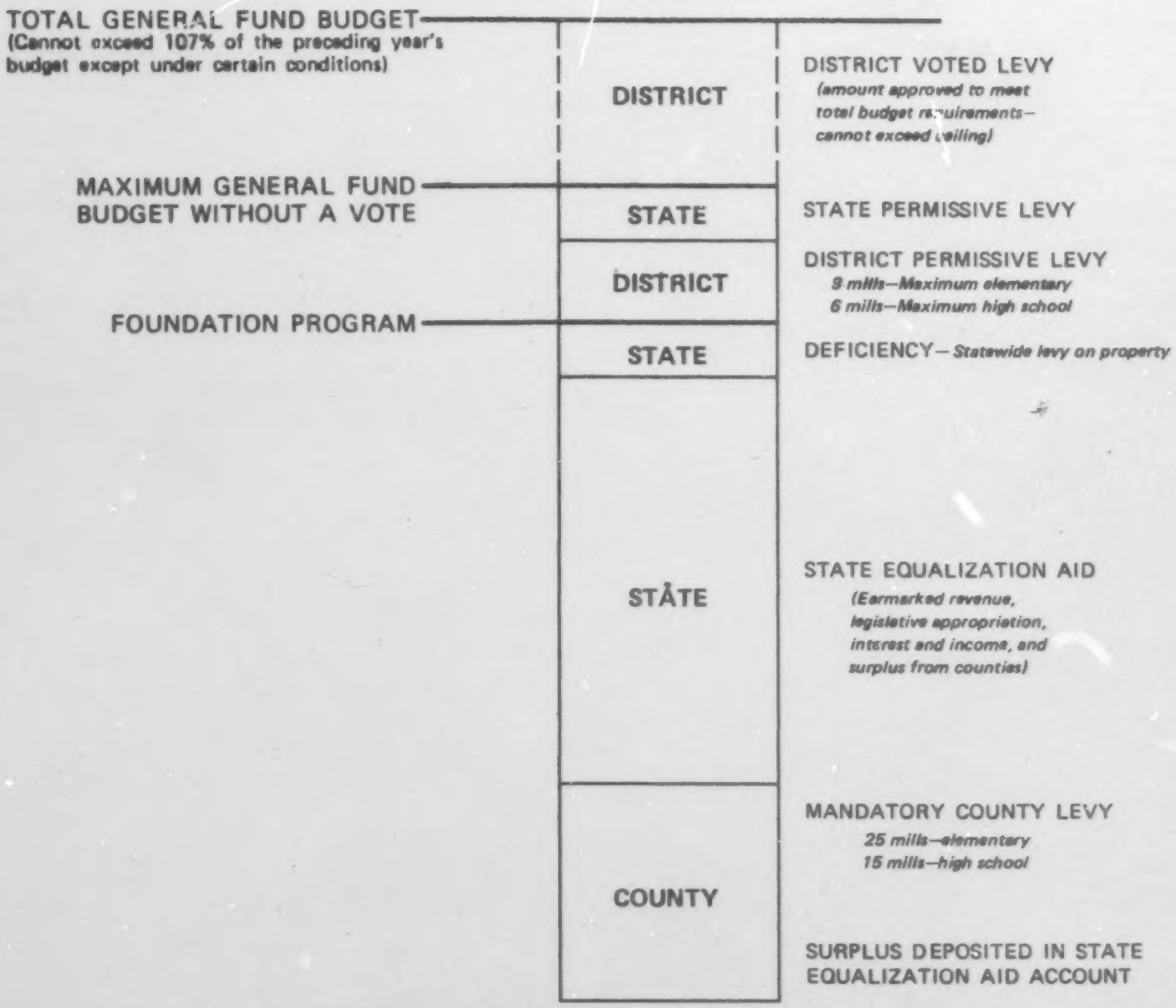
TABLE E-1

SOURCES OF REVENUE
FOR SCHOOL DISTRICT GENERAL FUND BUDGET SUPPORT
FOR 1973-74

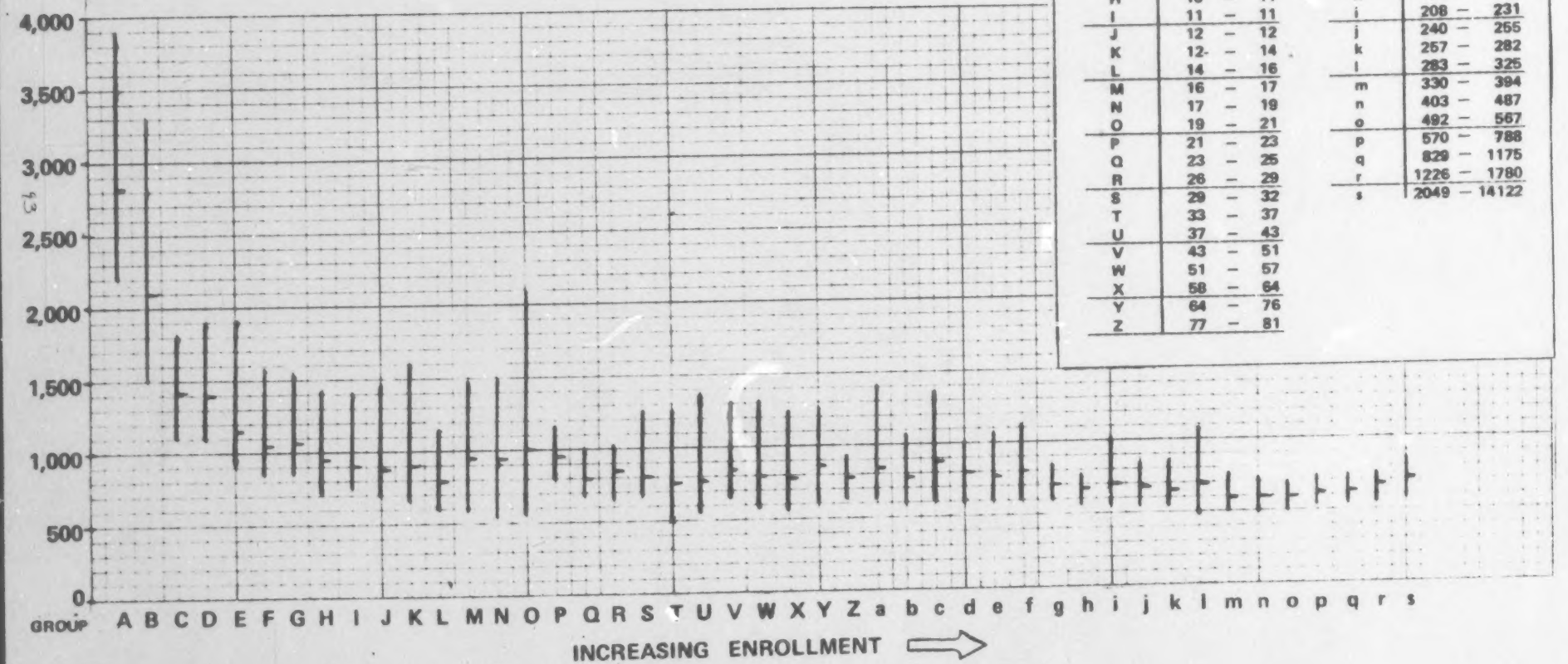


EXPLANATION OF TABLES E-2 AND E-3

Tables E-2 and E-3 give a general view of the amounts budgeted per ANB (Average Number Belonging: a statutory formula based on enrollment, attendance and absence during the school year) for the 1973-74 school year by school districts. School districts are grouped with those of a similar size. Each vertical bar on tables E-2 and E-3 represents ten elementary school districts and eleven high school districts respectively and indicates the range of the general fund budgeted per ANB. The small horizontal bars on each of the vertical bars indicate the average amount budgeted per ANB for each group of districts.

TABLE E-2
ELEMENTARY DISTRICTS 1973-74

GENERAL FUND BUDGET PER ANB
BY
SIZE OF SCHOOL DISTRICT
(in groups of ten)


4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
0
$
GROUP A B C D E F G H I J K L M N O P Q R S T U V W X Y Z a b c d e f g h i j k l m n o p q r s
INCREASING ENROLLMENT

LEGEND

GROUP	ANB RANGE
A	2 – 4
B	4 – 5
C	5 – 6
D	6 – 7
E	7 – 8
F	8 – 9
G	9 – 10
H	10 – 11
I	11 – 11
J	12 – 12
K	12- – 14
L	14 – 16
M	16 – 17
N	17 – 19
O	19 – 21
P	21 – 23
Q	23 – 25
R	26 – 29
S	29 – 32
T	33 – 37
U	37 – 43
V	43 – 51
W	51 – 57
X	58 – 64
Y	64 – 76
Z	77 – 81

GROUP	ANB RANGE
a	85 – 94
b	96 – 103
c	103 – 108
d	109 – 118
e	120 – 142
f	145 – 155
g	156 – 170
h	172 – 192
i	208 – 231
j	240 – 255
k	257 – 282
l	283 – 325
m	330 – 394
n	403 – 487
o	492 – 567
p	570 – 788
q	829 – 1175
r	1226 – 1780
s	2049 – 14122

TABLE E-3

HIGH SCHOOL DISTRICTS 1973-74

GENERAL FUND BUDGET PER ANB
BY
SIZE OF SCHOOL DISTRICT
(in groups of eleven)

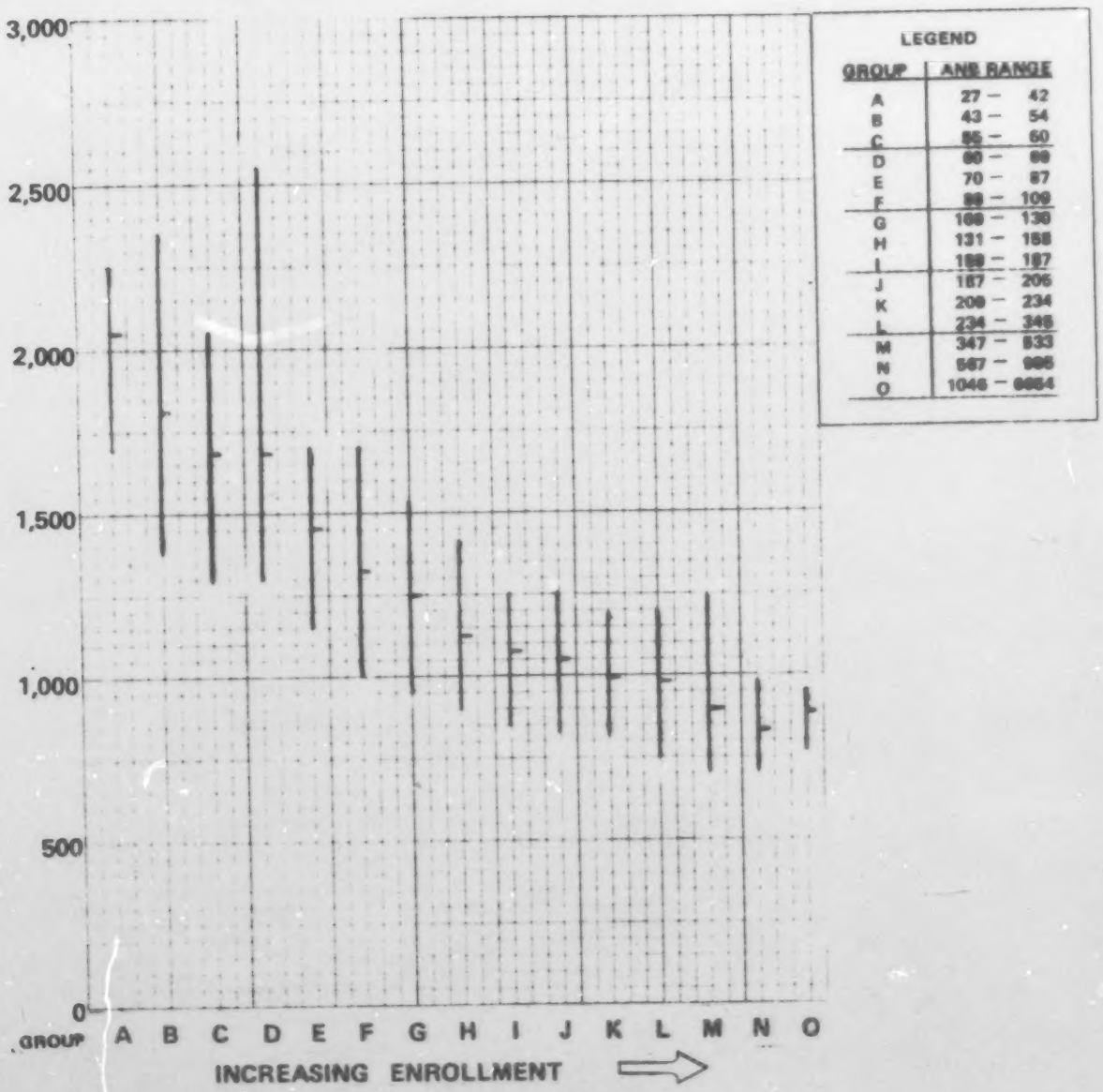


TABLE E-4

SCHOOL DISTRICTS USING VOTED LEVIES

Elementary – 1972-1973

DISTRICT SIZE AVERAGE NUMBER BELONGING	One Room 1-17	Small 18-50	Medium 51-200	Large 200+	ALL ELEMENTARY
NUMBER OF DISTRICTS					
TOTAL	135	101	130	103	469
USING VOTED LEVY	56	43	97	94	290
PERCENT USING VOTED LEVY	41.5	42.6	74.6	91.3	61.8

Elementary 1973-1974

DISTRICT SIZE AVERAGE NUMBER BELONGING	One Room 1-17	Small 18-50	Medium 51-200	Large 200+	ALL ELEMENTARY
NUMBER OF DISTRICTS					
TOTAL	131	88	121	110	450
USING VOTED LEVY	61	39	86	97	283
PERCENT USING VOTED LEVY	46.6	44.3	71.1	88.2	62.9

High School

YEAR	1972-1973	1973-1974
NUMBER OF DISTRICTS	165	165
NUMBER WITH VOTED LEVY	152	155
PERCENT WITH VOTED LEVY	92.1	93.9

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SELECTED BIBLIOGRAPHY

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Your views are important!

After you read and examine the Interim Report, please forward your comments to Board members or to the study staff. Correspondence should be sent c/o Room 106, State Capitol, Helena, Montana 59601. If you would rather talk by telephone, leave a message at toll-free number 1-800-332-3402 and the call will be returned. Or, for your convenience, this response form is provided.

Please respond by May 15, 1974, so that your views can be considered as the study proceeds. And it would be appreciated if you would ***pass this report along*** to others for their review and response, too.

Generally, I like _____

_____

_____

But I question _____

_____

_____

Specifically, I have these comments to make about the definition and its dimensions _____

_____

_____

_____

_____

_____

Prior to the development of a final report, I would like to see attention given to _____

_____

_____

_____

_____

don't hesitate to use the reverse side for additional comments and suggestions. The Board and study staff want to hear from you.